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ABSTRACT

A conference is reported in which experiential education practitioners addressed the utility and acceptability of the policy guidelines for work oriented experiential education developed by a national advisory panel of management, labor, education, and community representatives. The first part of the report contains the full text of the five presentations and eight panel discussions and the second part includes summaries of the invited practitioners' assessment of the guidelines along with suggestions and recommendations for their implementation. The following issues are dealt with in relationship to work-oriented experiential education: learner objectives, site selection, evaluation, structure for learning, diversity of experiences, identification of learners, access to various employment levels, program expansion, commitment to programs, worker protection, legal requirements, paid experiences, academic credit, employment credit, and preparation of educational and workplace personnel. (MEK)

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Information Series No. 165

BUT FOR ME IT WOULDN'T WORK

Implications of Experiential Education Policy Guidelines

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Report on the
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

The National Center for Research in Vocational Education, the National Institute of Education, and the project advisory panel and staff are pleased with the interest and support we have received for this conference, especially since it reflects enthusiasm for the experiential learning concept.

Planning the conference entailed identifying exciting programs and contacting individuals involved with experiential education at the national and local levels. Business, industry, labor, education, and community organizations were represented. As a result, conference participants interacted with panels of experts who were eminently qualified to discuss their experiences as they related to Experiential Education Policy Guidelines.

We hope that experiential education practitioners and policy makers will find the guidelines relevant and helpful, and that they will benefit from the insights and suggestions expressed by our advisory panel members and the conference panelists.

For their contributions to this document, appreciation is expressed to the advisory panel members and the other conference panelists for their substantive ideas and insights; to Dr. Herbert A. Levine for chairing the conference; to Richard Graham, Kenneth Edwards, Joseph Durant, and Robert Sexton who served with distinction as speakers for the conference; and to Betty Ann Denniston for reviewing the manuscript.

Recognition is due Richard Miguel for his overall direction of the project; Louise Wasson for coordinating the conference; Marcia Rose for writing the documentary accounts of the panels' deliberations; Carol Beckman and Louise Wasson for assistance in preparing the report; and Kay Freeman for conference tape transcriptions. Special appreciation is extended to the National Institute of Education for funding this project, and to Dr. Ronald Bucknam, NIE Program Officer, for his assistance in designing the conference and for his guidance and support throughout the project.

A special acknowledgement is due to the Honorable Mary Kohler. Her panel presentation was so compelling and acclaimed that we have included it in its entirety in this document. Also, among her anecdotes, she related the phrase: "But for me, it wouldn't work." We felt that this phrase speaks to the sense of worth that all persons associated with experiential education must come to know. Consequently we have chosen this phrase for the title of the document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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PREFACE

Seeing the need for clarification of current and emerging policy issues, the National Institute of Education (NIE) requested that a study be undertaken by the National Center for Research in Vocational Education to produce policy guideline recommendations for experiential education. The National Center commissioned a national advisory panel of distinguished representatives of management, labor, education, and community groups to develop the guidelines. (This panel is listed on the preceding page.) After the advisory panel completed the guidelines, selected practitioners were invited to a conference for the purposes of reviewing the guidelines and providing comments on their utility and acceptability.

This document represents the proceedings of the invitational conference. It provides the practitioner with insights into critical issues related to experiential education and helpful hints regarding the implementation of the advisory panel's guidelines. The conference proceedings along with the advisory panel's guidelines document, the primer on experiential education programs, and the project's annotated bibliography (see back cover for further information) are timely and down-to-earth resources for educational practitioners and community representatives involved in policy making and implementation of experiential education.

Procedures

The project was conducted during the period of July 1, 1977 through November 30, 1978. The following are the major events that led to the development of the guideline recommendations.

Establishing the Advisory Panel

Representatives from NIE and the project staff and Dr. Herbert A. Levine, the project's advisory panel chairperson, met at the National Center to select the members of the advisory panel. It was decided that: (1) broad representation from management, labor, education, and community groups at a national level would be most desirable; (2) four representatives from each group would be selected; and (3) representatives from the Department of Health, Education, and Welfare and from the Department of Labor should serve as ex-officio members. A complete list of the advisory panel members can be found on page ii.

Identification of Issues

At its second meeting, the advisory panel agreed upon sixteen issue areas: clarifying intended outcomes; developing experiential opportunities; structuring experiences; diversifying experiences; assessing effectiveness; identifying experiential learners; creating a diverse array of experiences; paying experiential learners; expanding experiential education; maintaining commitment; worker displacement; observing legal requirements; granting credit; recognizing experiences for their marketable value; preparing educational personnel; and preparing personnel from the workplace. The project staff made site visits to various programs, interviewed experiential educators, reviewed the literature pertinent to the issues, and assembled two reactor groups: (1) program coordinators and students, and (2) program policy makers.

Guideline Recommendations

The panel was divided into three subcommittees which met twice to develop guideline recommendations and to provide guidance to the staff in formulating the related discussion of the issues. These issues and guideline recommendations were reviewed by two reactor groups of program coordinators, students, and policy makers representing sixteen different experiential programs. At the panel's third meeting, the guideline recommendations were reviewed, and final modifications were made. The document which contains those issue statements and guideline recommendations was written and subsequently reviewed by the advisory panel, substantive experts in experiential education and related fields, and the National Institute of Education's project officer.

Invitational Conference

The issue statements and guideline recommendations were presented and discussed at an invitational conference on November 16-17, 1978. This conference provided suggestions on the various uses of the guideline recommendations. Conference presenters were alumni of experiential education programs, program coordinators, labor and management representatives, researchers, and representatives from major experiential education organizations. The presenters addressed the issue themes and the importance of the guidelines; they also provided examples from practice. This report contains documentary accounts of the conference participants' reactions to the guideline recommendations. The guideline recommendations addressed by the participants of the invitational conference can be found on the following page.

While the guidelines document, *Experiential Education Policy Guidelines,* represents a significant, collaborative contribution of the various sectors represented by the advisory panel, the perspectives and suggestions provided by students, leaders in the experiential education field, employers, and representatives from organized labor add a practical dimension that the reader should find highly illuminating.

Richard J. Miguel
Project Director
The National Center for Research
in Vocational Education

EXPERIENTIAL EDUCATION POLICY GUIDELINES

1 LEARNER OBJECTIVES

Experiential education goals should be translated into specific learner objectives and should be stated in terms that reflect shared understanding among all participants. Criteria for evaluating the objectives are part of this shared understanding.

2 SITE SELECTION

Experiential learning sites should be developed for programs on the basis of the potential for delivering long-term personal, social, educational, or career-development benefits.

3 EVALUATION

Evaluation should be a continuous process involving all participants; this process should be conducted according to terms and procedures established in the planning stages.

4 STRUCTURE FOR LEARNING

Experiential learning should be structured to stimulate learning through meaningful activities, including opportunities for reflection and interpretation.

5 DIVERSITY OF EXPERIENCES

The learner's overall set of experiential education opportunities should include a diversity of learning and work experiences.

6 IDENTIFICATION OF LEARNERS

All learners should have the opportunity to participate in programs and should be involved in determining their assignments. Participation should be based on a clear and shared understanding of certain factors; (1) the skills, knowledge, and attitudes the learner is expected to develop; (2) the learner's need, readiness, and capacity for developing them; and (3) availability of resources and opportunities.

7 ACCESS TO VARIOUS EMPLOYMENT LEVELS

Experiential learning opportunities should be developed at various employment levels within community work sites.

8 PROGRAM EXPANSION

Experiential learning opportunities should be developed gradually, expanding only after pilot programs have demonstrated success.

9 COMMITMENT TO PROGRAMS

Cooperating organizations should be encouraged to sustain their involvement over given periods of time. The nature and extent of this commitment should be agreed upon in the planning stages by all involved.

10 WORKER PROTECTION

The presence of experiential learners in the workplace should not result in the displacement of workers. If the work force is reduced while a program is in effect, any required reductions in experiential learners or other program modifications should be made according to terms agreed upon in the planning stages.

11 LEGAL REQUIREMENTS

All persons responsible for experiential programs should be thoroughly familiar with legal requirements and ramifications as they apply to experiential learners.

12 PAID EXPERIENCES

Salary issues should be cooperatively decided upon by all parties involved in the program, working within the context of the appropriate laws, regulations, and collective bargaining agreements.

13 ACADEMIC CREDIT

The criteria for granting credit to learners for participation in experiential education programs should be agreed upon in the planning stages by teachers, administrators, program staff, and the agency granting the credit.

14 EMPLOYMENT CREDIT

Credit for previous experience in experiential education programs should be considered by labor and management.

15 PREPARATION OF EDUCATIONAL PERSONNEL

Educational personnel associated with the program should be given a thorough understanding of the work settings, the potential of the learners' experiences, and their own roles in assisting the learners to achieve the program purposes. Participating organizations should assume full responsibility for the training, compensation, and recognition of all personnel who implement the program.

16 PREPARATION OF WORKPLACE PERSONNEL

Personnel from the workplace who are called upon to interact with experiential learners should receive comprehensive orientation to their roles in experiential education. Collaboration between these workers and the program staff should be maintained on a systematic basis for the duration of the program. Participating organizations should assume full responsibility for the adequate training, compensation, and recognition of all personnel who implement the program.

EXPLANATION OF TERMS

The use of the generic term *experiential education programs* is meant to include programs such as experience-based academic programs (e.g., Experience-Based Career Education); cooperative vocational education programs (e.g., secondary school cooperative distributive education); service learning programs (e.g., programs under the auspices of the National Commission on Resources for Youth); employment, training, and educational motivation programs (e.g., CETA Youth Programs, 70001, Ltd.); apprenticeship programs (e.g., the School-to-Work Initiative Program); general work experience programs; and career exploration programs (e.g., the Executive High School internships Program). Information regarding these and other programs can be found in another publication of this project: *Experiential Education: A Primer on Programs.*

The terms used in the study are explained briefly.

Experiential learning refers to the process of learning about work and other life roles by studying, observing, and performing them in any environment (usually outside the school) where those roles occur.

Experiential education refers to planned educational experiences designed to enable learners to acquire attitudes, skills, and knowledge for work and other life roles by participating in work settings. This is an inclusive term incorporating all programs that depend upon experiential learning as a principal learning process. This study focuses primarily on work-oriented experiential education.

Program refers to any organized effort to effect experiential education. It may be referred to as a program or, for example, it may be part of a course or existing program in a school.

Learners refer to the individuals for whom the experiential program is intended.

Participants refer to all persons involved in an experiential program—namely, learners, parents, labor and management representatives, program staff, and teachers, administrators, counselors, and other school personnel.

OVERVIEW OF CONFERENCE PROCEEDINGS

This conference of experiential education practitioners addressed the utility and acceptability of the experiential education policy guidelines developed by the project's advisory committee. This report of the conference proceedings details the practitioners' assessment of the guidelines along with suggestions and recommendations for implementation of those guidelines.

The conference consisted of five presentations and eight panel discussions. Each of the five presentations addressed all of the guidelines from a unique perspective. The first part of this report contains those presentations.

The second part of the report includes summaries of the commentaries on selected guidelines. These summaries reflect the comments, suggestions, and recommendations of the practitioners who served on the eight discussion panels at the request of the project's advisory committee.

The consensus of the conference participants was that the guidelines are well designed and should be a useful resource to representatives of business, labor, education, and the general community who are involved in experiential education. The following statements are highlights of the excellent suggestions and recommendations resulting from the conference deliberations.

- We who would guide experiential learning ought to concentrate on the kids who are just not getting out of our educational system what they should. We need to measure our work by how in the next ten years we do a job for these kids. You have addressed this well in your guidelines. *Richard Graham*
- We think that quality youth participation programs should provide more than just work, for work itself will not meet the needs of many of these youngsters. A quality youth participation program fosters the growth of the human qualities. *Mary Kohler*
- Experiential learning builds many bridges—for example, we built bridges putting this project together. Experiential learning links the world of school with the world of work. It can link the liberal arts with practical application. It can also link organized labor, business, education, and community-based organizations in a common effort. *Kenneth Edwards*
- People who are responsible for these programs must be sure learners are getting quality learning sites. Time is wasted if they are not going to get anything out of it. *Joseph Durant*
- We need a guide to show us where we're going and a way of knowing when we have arrived. The lack of clear objectives in many experiential education programs has contributed to several dilemmas common to the field. *Warren Meyers*
- One of the basic functions of the program is to teach students an independent decision-making process, not only for reaching career decisions, but also for reaching other decisions they need to make every day. *Mary Caves*
- The diversity in the non-profit sector allows students to gain valuable experience. They can develop many skills and try out new ideas more easily than they could in more structured settings. *Mary Ann Ganey-Wieder*
- It appears to me that the guidelines are right on target in addressing issues we face on a daily basis. *Mary Ann Payne*

OVERVIEW

- The guideline on academic credit fails to challenge the academic community sufficiently about what is and is not academic. *John Strange*
- Preparation of management personnel should be incorporated along with that of educational personnel. *Ray Williams*
- You can't assume you are all on the same wave length. When problems occur in collaboration, they almost always have their roots in the group's reason for participating and their understanding of the program's purpose. *Michael Hart*
- One of the exciting aspects of work in experiential education is that we don't know exactly what's going to happen next. The guidelines should provide encouragement to people just starting out. *Robert Sexton*

The work of the project's advisory committee, *Experiential Education Policy Guidelines,* along with the insights and suggestions resulting from these conference proceedings, make a significant contribution to the field of experiential education. We hope that practitioners will find both documents useful in providing youth with quality experiential learning opportunities.

OPENING REMARKS 1

by
Herbert Levine
Professor of Labor Studies
Rutgers, The State University of New Jersey

The advisory panel was composed of labor and management representatives, educators, and community leaders. As a consequence of its makeup a great effort at collaboration was started. There have been strong differences of opinion on certain issues, intensive give and take, and finally, an accommodation of differences resulting in an excellent document.

I encourage all of you to comment extensively on any aspect of this guidelines document which you feel will strengthen it and make it more useful. I believe you'll have the best guidelines that have ever been developed in the area of experiential learning when we get through. We weren't always confident this would happen. In fact, we had great difficulty defining the guidelines. Most of us knew nothing about experiential learning when we started. It took some time for us to realize what we were being asked to do. I think now we understand what we're doing.

One of the tasks was to educate the educators. Some of the labor and management people took that on with alacrity and gave a surprising amount of their time to the project. In fact, one of the most exciting parts of this whole project was the amount of time that the lay people put in to thinking through these ideas. For those of you who are actively engaged in experiential learning programs, I think it is a sign of encouragement to see just how much help you can get from labor, management, and community representatives when they are completely involved in the planning, development, and administration of a program.

It seems to me that through our discussions we have put aside many of the problems that could develop in an experiential program. So many attitudes and prejudices have been well analyzed and debated in our group that it would seem to me we have developed some useful ways to avoid a lot of unnecessary distress in setting up these programs.

I must say the Ohio State staff on this project and the NIE staff have accepted criticism, have complied with changes, and have themselves contributed in many ways to the totality of this document. In all, a good job has been done. Those of us who are going to sign off on the project are pleased to have our names associated with the end product.

THE RACE IS NOT TO THE SWIFT 2

by
Richard A. Graham
Youthwork, Inc.
Washington, D.C.

The participants at this conference bring considerable experience and expertise to their task of commenting on the guidelines for experiential education. It's a good job.

The broad purpose of these guidelines is to guide the design of programs through which youth will become better prepared for work and other adult life roles and, in the process, to cause no harm to others. Jobs won't be taken away from adults who need them; justifiable rights for teachers and counselors won't be lost.

Where the best of experience and expertise may come up short is in finding ways to be sure that a program delivers its money's worth—that a complex mix of education, training, job placement, income transfer, and job protection for adults gives more benefits per dollar to more people than do the alternatives. An underlying assumption in most of the CETA youth programs is that the best compromise between these overlapping objectives is to pay young people the minimum wage, that this will provide them with realistic incentives for learning and performance, that it will transfer to young people from low-income families an appropriate amount of income, and that it will avoid undercutting the jobs of adults. The problem in the past is that undue numbers of young people have been paid for not working, for not doing a decent job—in short, for learning the wrong lessons. Another problem noted in your comments is the matter of youth doing work that adults might otherwise do.

A part of the solution is to create additional jobs, to create new jobs for youth, and that's where Youthwork, Inc. may have some ideas for you. Youthwork, in behalf of the Department of Labor, is supporting projects that attempt to prepare kids for work in a realistic way and, at the same time, to create jobs for young people. Generally, you can't create jobs in the private sector until business gets better, but Youthwork is supporting projects where kids create jobs for themselves—school-sheltered, income-producing jobs. There are some great examples of just that around the country--where kids run their own small businesses, where they have an opportunity to be held responsible for themselves and to others.

But that is no cause for self-congratulation. There are a few good things going but, overall, in spite of all of the social legislation of the 1960s and 1970s, the plight of poor minority youth has gotten substantially worse. If you can believe the statistics, chances for employment for poor black youth, as compared with white youth, are about twice as bad as they were fifteen years ago. Not only is the unemployment rate substantially higher for poor minority youth, but there is a smaller percentage of minority young people in the labor force today than fifteen years ago. No one knows why!

Earlier this year, I gave the keynote speech for a symposium hosted by the National Center for Research in Vocational Education. The symposium was entitled *Alternative Perspectives on Investigating the Consequences of Experiential Education.* I took the perspective of a philosopher investigating the consequences of experiential education. I have been asked to share that perspective with you. It started off with a little dialogue that went like this:

2 THE RACE IS NOT TO THE SWIFT

Philosopher: Agonese, would you say that experiential education is all of education or a part?

Agonese: Clearly it is a part.

Philosopher: If it is a part, what is its relation to the whole? What difference does experience make?

Agonese: You have earlier persuaded me that experience makes the difference between true knowledge and right thinking, that if someone tells me the way to where I want to go, I may think rightly about it, but if I travel that road for myself, I know truly the way.

Philosopher: Must you then go everywhere yourself?

Agonese: I think not. But if I am told many things and can test the truth of some by experience, then perhaps I can better judge the truth of others.

Philosopher: Well, then, if experiential education is a part of all education, does it have the same aims as the whole or differing aims?

Agonese: It must have the same.

Philosopher: Then experiential education must be able to state its aims because if it does not know where it is heading, it does not know when it gets there.

Agonese: There can be no question about it.

Philosopher: What then ought to be the aim of experiential education?

Agonese: Surely it must be a good life.

Philosopher: Would you say *a* good life or *the* good life? (Pause)

Agonese: I would say *the* good life.

Philosopher: And what would you say is the essence of the good life?

The point I wanted to get at here is that the philosopher and Agonese, in looking at the aims of experiential education, could only conclude that they are the same as all of education. And they concluded that the consequences of experiential education should embrace a kind of testing things for oneself. But they came no closer to deciding what leads to the good life or even what, in essence, the good life is. They could not decide what leads to the good life because, as the studies analyzed by Christopher Jencks and a group at Harvard suggest, it is far from clear what aspects of education, traditional or experiential, lead to the good things in life and to the good life itself. I wanted, in that symposium on alternative perspectives, to suggest a different way of looking at what experiential learning might do, a perspective that is concerned with educational progress to be sure, but one which is more than usually concerned with changes of direction along one's route to the good life, with the critical incidents that change what one makes of life, and with the ways to improve one's chances for good changes. For the truth about consequences, according to Ecclesiastes, is

> The race is not to the swift
> Nor the battle to the strong
> Nor bread to the wise
> Nor riches to the intelligent
> Nor favor to men of skill
> But time and chance happen to them all

The desired consequence of experiential education in this perspective is to increase one's strength, intelligence, wisdom, and skill to be sure, but most of all to improve one's chances.

We know from our own lives and those around us how chance events, both the fortuitous and the setback, affect what we do and what we become. We can, with only a little reflection, identify the persons and events that have most affected us—events like having someone take a special interest in us; finding a mentor or model; moving to a new neighborhood; being taken into a new group of friends; having a good marriage (or a bad one); having a baby; being exposed to a new field, business, pursuit, or discipline; reading something that profoundly changes our thinking; suffering an accident or illness; getting into a good school, camp, or college. External events—war or depression—may provide a chance—or require us—to start over. You can add others, and I am trying to do so in a longer paper on critical incidents and how to contrive them.

In his attempt to get a picture of what happens to us as we grow up, Christopher Jencks presented some path models based upon a great deal of previous research. The models attempt to show the relationships among one's family background, aptitude, test scores, how far one goes in school, the kind of job one gets and the income one makes (see Figure 1). Jencks noted that, while our inheritance and education substantially affect what becomes of us, luck and chance seem to have an even greater effect. My own belief is that good education promotes luck but that bad education does not. But education is seldom examined in that light. I believe, therefore, that our research has failed to look at the cause and consequences of the things that most affect our lives. I believe that a path model that gives a greater place to experiential learning will explain more about what we are apt to do in life (see Figure 2). I don't suggest that we diminish our efforts to develop measures for the qualities of strength, intelligence, wisdom, and skills that predict somewhat the things associated with a good life. I do suggest that we develop ways to identify the kind of fortuitous critical incidents that can be brought about through experiential learning. I believe this will reduce the effects of time and chance on our lives. I believe that we can contrive critical incidents to a far greater degree, that we can increase their number and improve their character.

It is one of the disappointments of experiential learning (in the Outward Bound program, for example) that although those close to the program know it can have a profound effect on one's life, evidence to support this is hard to come by. It can, I believe, be accounted for by the fact that an experience of this kind may have little immediate effect but can have a pronounced change on the direction one's life takes, a change that will have a measurable effect only at some time later on. I believe that evaluation of critical incidents is particularly difficult because just one experience, no matter how well contrived, will not with any assurance bring about a change in direction. What is needed is a succession and variety of experiences so that the chances become far greater that the right kind of experience will occur at the right time for a particular individual.

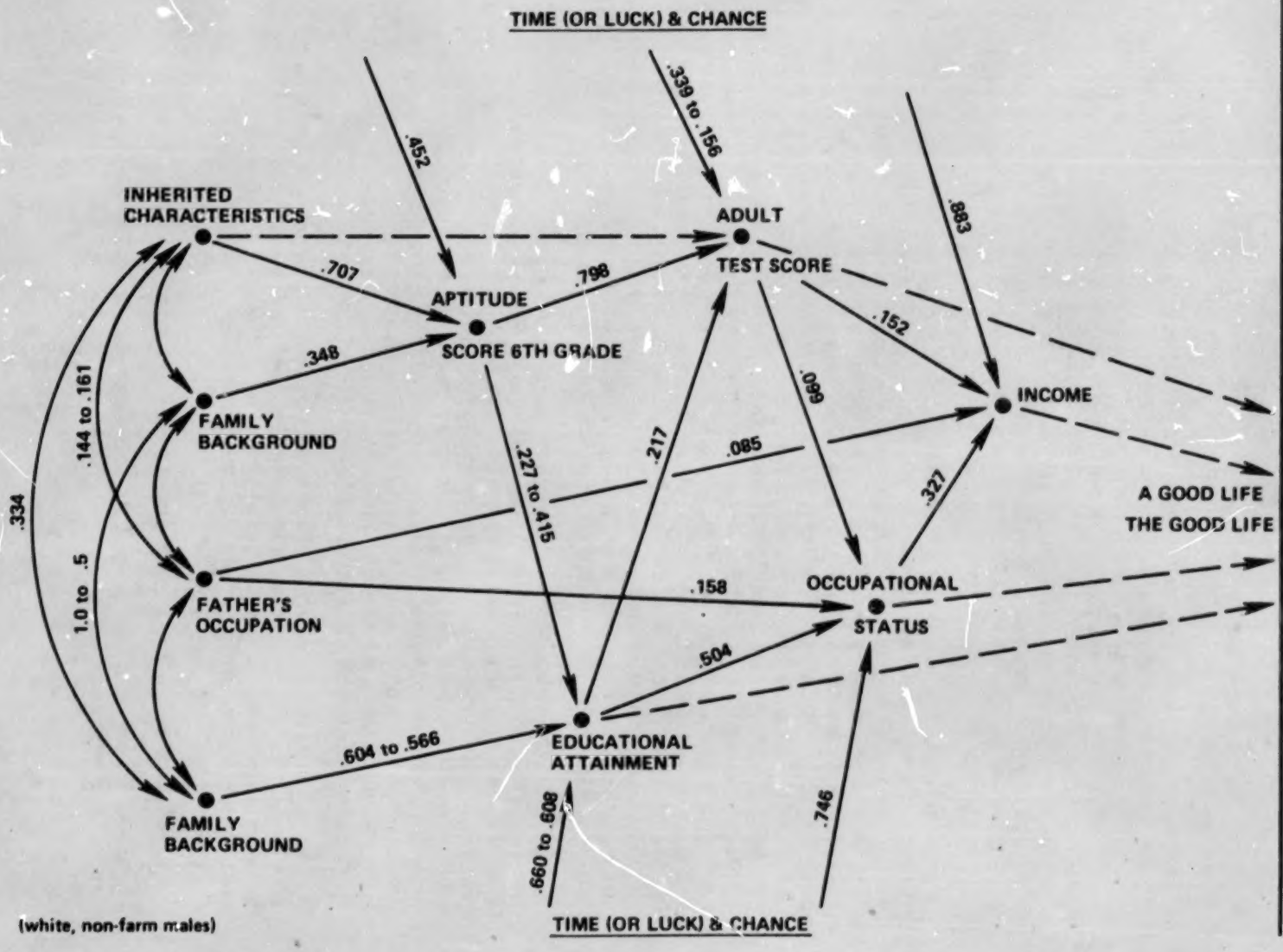
Some of the people here will have something to say about the nature of experiences that tend to have good effects. The level of responsibility that one can take on and the character of the relationships between teenagers and adults are among the things that the people who run the programs say are most important and those which the teenagers who participate in experiential education programs also say are most important.

I would like to return for just one moment to our philosopher.

Philosopher: Now, Agonese, did we agree that experience leads to true knowledge and helps us test the truth of what we are told?

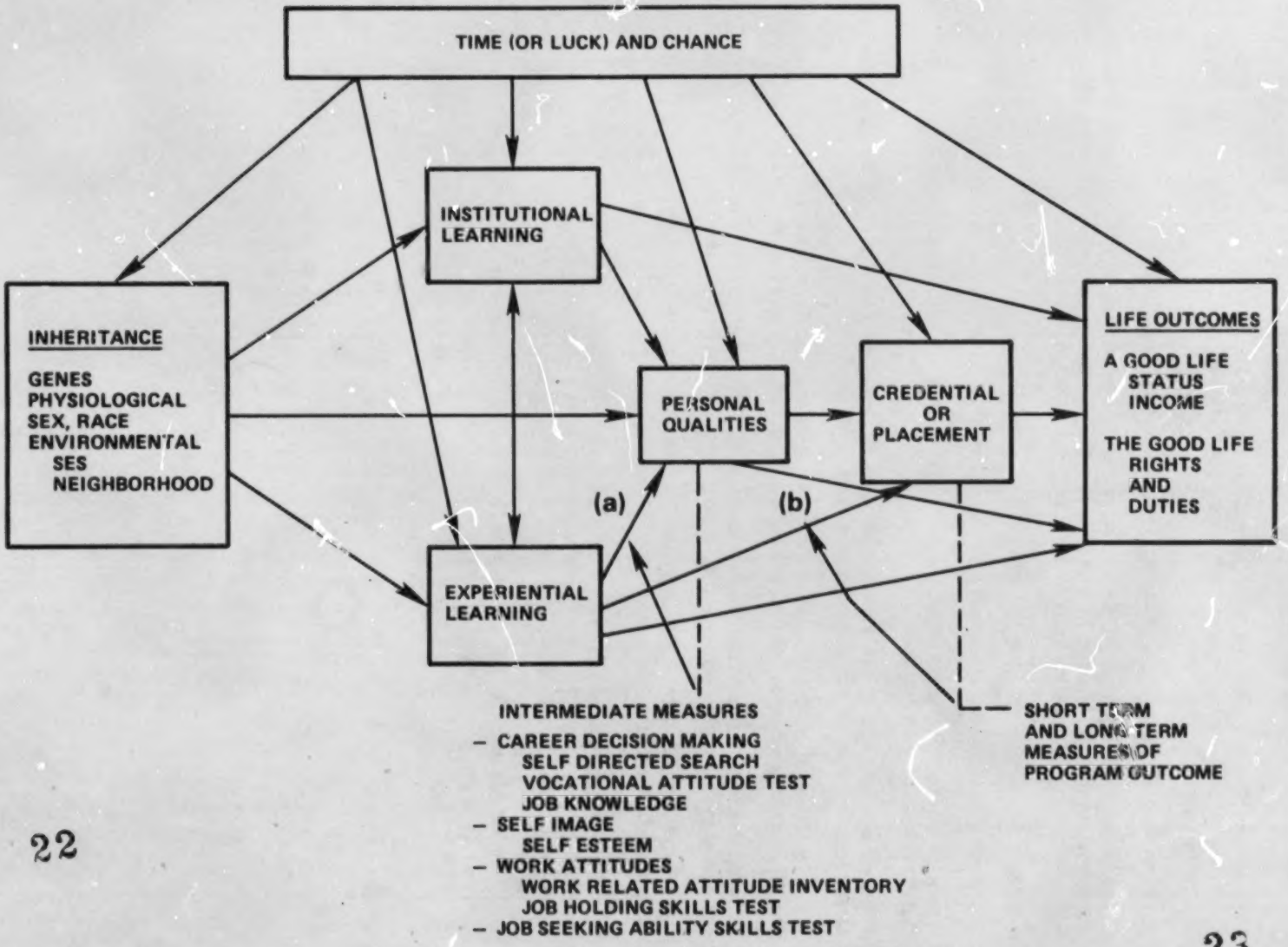
Agonese: Yes, I am persuaded of it.

Figure 1. JENCK'S PATH MODEL



(white, non-farm males)

Figure 2. ALTERNATIVE PATH MODEL



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KEYNOTE

2 THE RACE IS NOT TO THE SWIFT

Philosopher: And did we agree that the quality of education through experience should be measured not only by the progress one makes along one's way but by the degree to which it directs us towards a good life?

Agonese: I think we agreed to that, but I need more time to think about it.

Philosopher: And, Agonese, did we also agree that it was not enough to educate for a good life, for status and income, but also for the good life, the life of duty as citizen and parent, as one who sees it is one's duty to seek justice and to seek a just society?

Agonese: Yes, Philosopher, we did, I guess.

Philosopher: And what is the essence of justice, of a just society?

Agonese: Surely it is that there are equal rights and equal opportunity and one person should not profit at the expense of another.

Philosopher: And how should one determine whether there is education that provides equal access to employment and the other things which lead to the good life?

Agonese: Surely in part it is by whether the differences in employment are not based on race or sex. Discrimination of that kind could not occur in a society that educates for justice.

Philosopher: And if black youth have less access to employment than they did ten years ago, less participation in the labor force, would you say that our society is becoming more just or less just?

Agonese: I had been thinking that our society is becoming more just, but if things are getting worse for those worst off, it cannot be so.

From this perspective, we who would guide experiential learning ought to concentrate on the needs of the poor, the black, the Chicano, and the other kids who are lagging, who are just not getting out of our educational system what they should. We need to measure our work by how well in the next ten years we do a job for those kids. You have addressed this well in your guidelines, and if the people who are going to take on responsibility for experiential learning will heed it, I think we've got a pretty decent chance for a more just society.

THE IMPORTANCE OF BEING HUMAN 3

by
The Honorable Mary Kohler
Executive Director
National Commission on Resources for Youth

You asked me to tell you something about how I, as a lawyer, became interested in experiential education and this conference. Well, I'm an old girl—actually, past seventy-five. I became converted to experiential learning during the seventeen years I was on the bench of the Juvenile Court in San Francisco. It seemed that the young people who came before the court were, in many ways, persons who had been deprived of the opportunities that most of us take for granted in our growing-up process. Many of them were hardly members of the human family, in the sense of their being caring and committed persons. Life had given little to help them reach their human potential. In my generation, we grew up knowing we were needed because neither the family nor the economy could manage without us. Early on we became part of the human family and had the satisfaction of seeing ourselves as such.

At twenty-six I began work in the Juvenile Court and became an advocate for youth participation. I kept pressing for it in my work as a consultant to foundations and government agencies involved in promoting youth employment and delinquency prevention programs.

In 1967, a group of us who worked as advocates for youth banded together to form the National Commission on Resources for Youth (NCRY). Our founders included educators, industrialists, social scientists, lawyers, among whom were John Gardner, Ralph Tyler, Charles DeCarlo, Rene Dubos; all had become concerned with the lack of opportunity for youth to participate. Each of the board members has continued with active involvement in various endeavors of the Commission's work. Our purpose is to provide young people with opportunities to grow and develop through participation in the real world, through experience and service to others. It is gratifying to see that vocational educators are at long last coming together to talk seriously about learning through experience.

At one time I gave much of my life to trying to build real-life experiences into high school vocational classes. During the time I was on the Board of Education of New York City, I spent my days visiting high school vocational education classes. I usually took with me one of the city's business or professional leaders whom I wanted to "educate" as to the needs of teenage students. One such person was Dr. Charles DeCarlo. At that time he was an IBM executive and the man who headed the task force that developed the first large computer. He is now president of Sarah Lawrence College. Together we visited a vocational school located in a decaying area of New York City, and we walked in on a class in electricity. It consisted of a lecture by the teacher to be followed by questions from his students. The students seemed to be having fun among themselves, with much fooling around, but seemed to have little interest in the subject under discussion. My guest couldn't restrain himself, so he grabbed some materials—wires, bulbs and things—and began writing formulas on the blackboard and illustrating their meaning by piecing together these materials that made light and noise. The students suddenly came alive. When the bell rang for class dismissal, they gathered around the guest. An hour later, they were still enthusiastically challenging the original mathematical formulas. In my judgment, this reaction was due not only to the special genius of Dr. DeCarlo, but to their being able to see the practical application of what they had, heretofore, encountered only as a theory. Now, this is not an example of the type of experiential education which I wish to talk about here, but it is probably as much "experience" as today's student can possibly get out of the

classroom; and yet we adults, if we are to be honest with ourselves, know that much of what we learn is through experience. Experience was a major source of learning for most of my generation. We carried considerable responsibility in our homes, on the farms, or in the workplace. Those opportunities are not open to young people today. NCRY's mission is to see that they are provided by youth participation programs, and this can take place in vocational education.

We think that quality youth participation programs should provide more than just work, for work itself will not meet the needs of many of these youngsters. A quality youth participation program fosters the growth of the human qualities in the development of young persons toward maturity. It goes beyond merely the teaching of a skill in this or that kind of work. The youngsters should see themselves meeting a real need. To profit by this experience they must be called upon to carry responsibility and to make decisions which affect others and for which they are held accountable. It should provide for a colleague relationship with adults. Most youngsters know adults only as the authority figures they see in their parents and teachers. And most important, it should include a seminar which provides the opportunity for a period of supervised reflection where the experience is complemented by critical analysis.

In programs where youth are serving their communities by quality youth participation, the greatest satisfaction students express seems to be that they see they can "make a difference." This insight was probably the most important factor in pushing most of us into adulthood.

Now as to your guidelines for quality experiential education programs: I think most of them are beautiful examples, but almost all have to do with the workplace, that is, work in private industry. I want to remind you that work also takes place in the non-profit sector, i.e., the human service agencies where youngsters serve as aides to trained staff in caring for the elderly or young children, or in schools, where they teach younger children. We have seen much learning take place on the part of unskilled tutors when they teach younger children. Youngsters working in day-care centers or in homes for the elderly or the sick are performing a great service, and yet these programs would be hard put to meet some of the guidelines that you express in this paper. Indeed, the guidelines are helpful to people who are thinking of career-type education or industrial placement, but I would ask you to add to them guidelines and program requirements which would help bring the young person to his other potential as a caring adult.

I can take you to hundreds of youths in schools, courts and correctional institutions who do not know how to care for other people because they have never had the experience of being loved or cared for by anyone else. Few of our established institutions of learning recognize that helping humanize the student should become part of their curriculum. It can be fostered by experiential learning in the human services, provided the program has the components of a quality youth participation program.

Your guidelines recognize the need for "a time of reflection" on the experience. I judge that this means you recognize that experience, by itself, is not necessarily a learning experience. We have found that it is difficult for teachers to lead a discussion around experiential learning. I remember a beautiful young teacher in a southern state who had a group of youths working eight hours a week in day-care centers. Child development was the course they were taking, and they were to get their child development theory in a class seminar conducted by the teacher. When I visited the class, I always found the teacher giving a lecture on child development.

I would plead, "Sally, dear Sally, you don't give the kids a chance to share with you the concerns they have as a result of their experiences with the younger children."

She would reply, "Oh, they have no worries over the experience; they just love to play with little kids."

Each student in youth participation programs keeps a log. The first log I picked up was Margie's. She was thirteen and in the eighth grade. She wrote of her concern for Stevie, who was three. "He doesn't play with the other children. I wonder if it could be because his mother just died."

I went into the day-care center and there was Margie with Stevie on her lap and the day-care teacher saying, "I told you Stevie must play with the other children."

As I listened to Stevie and Margie, he was saying, "You know, we're having a party at our house. My mommie is home baking the cake. My grandma is coming."

Margie was fitting into the fantasy and asked, "Who else is coming?" Stevie pointed to the teacher. You could see he was trying to convert that day-care teacher via the party!

Incidentally, when I remarked to her that I understood Stevie was facing a crisis—that he had just lost his mother—she replied, "Yes, his mother has died, and he is going to have to learn to live without her." Margie at age thirteen, through her capacity to listen and to show affection to that child, was better prepared for dealing with Stevie's problem than either the classroom teacher or the day-care teacher.

The seminar, or time of reflection, is difficult for teachers or other authority figures to handle. It calls for a trust and confidence in the student and a quality of humility on the part of the teacher. It is hard for a teacher to say, "I don't know—let's find out together." Too little of that takes place in schools. I don't see help on this emphasized in your guidelines.

In all honesty, I learned more about children and their needs from the boys and girls who appeared before me in court during those seventeen years I was on the bench than from all my training in child development, law, or from the continuous reading of the research findings of the scholars.

If you are going to sponsor experiential education, it is important for you to emphasize that students be given work assignments which challenge them and stretch them beyond their present state of knowledge or experience, which demand they carry responsibility, even if it means that they make mistakes in the process. Schools should be able to provide the protective invironment that permits mistakes to be the source of positive learning.

One of you spoke about watching your own youngster's growth as she was given the care of a defective child. I would wager that her unusual creativity in dealing with her young charge came as a result of knowing that the responsibility rested on her for a solution. Most adults find it difficult to give young people responsibility. They prefer to say, "This is the method and do as I say." In the Youth-Teaching-Youth programs which we conducted, we gave low scores to the teachers who gave the orders for the day such as demanding that their teenage tutors cover pages 10-20 in a reader, rather than letting them take responsibility for finding the needs of their young charges and letting them work out ways to meet those needs.

Most of us, particularly the kind of people here, grew up with a gradual movement towards adulthood from early childhood. Dr. Rene Dubos, a member of our board, challenged me as to why I was stressing responsibility for adolescents. He stated: "I began carrying responsibility and became an adult at six." He told of his father, a butcher, dying when Rene was six, and of how he helped

his mother manage the shop and continued to earn the living which his father had provided. His story caused me to reflect on my own early life experience. My sister, age three, and I were placed in a convent boarding school, as my father left for the hospital to die. As the oldest child in the dormitory, I was expected to look after the younger children. I would hear cries in the night and would rock them to sleep to help them overcome their loneliness. As I look back on those days when I felt it was my responsibility to nurture them, I guess I, too, became an adult at six.

Ideally, the placing of responsibility on a child should be given early and at home. This is not easy in today's child-rearing mode. This loss must be compensated for in school programs. It is almost like saying that experiential education may be giving the student his or her "last clear chance" for this necessary part of human growth and development.

Your guidelines do not mention the qualities needed in the adults who work with teenagers. Young people need an adult model. During adolescence it is hard for them to accept as models their parents or the usual type teacher, who is to them an authority figure. They need a relationship with an adult whom they view as a colleague, a person they can talk to and who will help them build confidence. For some years I have been trying to analyze the qualities of the kind of persons who make good supervisors for youth participation programs. I give low priority to the adult who cares more about the product produced than about his or her student's personal development. I give equally low priority to adults who think they must be "one of the kids." These youngsters do not want that kind of model; they want a person who cares about them and their work, who helps them set goals and demands quality performance from them.

Experience with these programs has also taught me that, if the ingredients I have been discussing are not present, the program will not be one of quality and will not provide the learning needed by youngsters. Most important of all, youngsters must feel that, as a result of their work and their relationships with adults, they have been able to make a difference. We all need this type of fulfillment. Workers in a factory assembly plant can feel that they can make a little difference —even very little—if they do well. Granted, there is more than making a difference that is keeping them on the job—better benefits, etc. But for the kids who are beginning, the most important tasks are those that give them that inner feeling of having made a difference.

The profundity of this came home to me most poignantly when I was visiting a prison and spotted a little shaver working on a hand-operated printing press. He was small in stature and looked about twelve. I was enraged to find him in an adult prison. However, he informed me that he was twenty-three, but had been in correctional institutions since he was eleven. He looked so happy and concerned about his work that I suggested to him that it probably meant he was being paroled. He said, "No, I'd rather stay here." I confessed my doubts, but he replied, "Yes, I mean it; it's this job." When I asked what was so important about this job, he said, "How can you ask?" And I can still see the brown eyes of that little fellow staring at me with contempt. He said, "But for me, this wouldn't work."

If you analyze his statement, you realize there is very little in life today that gives a worker that satisfaction. Still it's a need we all have, particularly when we are struggling through the adolescent years knowing that we aren't needed, and in some places are not even considered capable of mowing the lawn with an electric machine. It's essential during those adolescent years for young people to find that they can make a difference.

In closing, let me say that research is now showing that the very qualities I have been describing, and that we have been demanding for the last twelve years in youth participation programs, are proving to be the ingredients that make for a contented and good worker. It was a pleasure for me

to hear Dr. Tom Owens relate his research on the EBCE program. This fine young man can give you figures to prove that all the things we have been demanding in quality youth participation programs pay off in the attitude of the young worker.

In closing, let me congratulate you on the beautiful attempt you have made in the guidelines to open the way for students to test their talents beyond the academic walls; but remember, you must add those components which promote the human growth and development of the students as a result of their work. I wonder if you know how grateful I am to find vocational educators demanding real experience. Sixteen years ago, when I was visiting vocational schools, I would find the students being given orders as to where to put every nail in building a house or a boat (or even "Mama's footstool") inside the school building, only to have their work torn down and reduced to scrap as the semester ended. All this has proven to me that you are making a difference.

A LABOR PERSPECTIVE 4

by
Kenneth Edwards
Director of Skill Improvement Training
International Brotherhood of Electrical Workers

Jazz is something which really started here in New Orleans, and we can compare it to experiential learning.

How would a person really learn to play good jazz? Would you tell a person to read music? Would you tell a person how to play an instrument? Would he or she have to know how to play Gershwin's "Rhapsody in Blue"? How would you tell Louis Armstrong he had to go to school to learn how to be a jazz musician?

I'm trying to make a fundamental point about the meaning of education. Real education is drawing something out of an individual, not pouring it in. The example of Louis Armstrong is quite pertinent because it requires the basic skills which we are trying to teach or pour into education, but also requires something else—something on the part of the individual. And that is a creative effort to pull something out of educational experience that can be used at a later date. You have to be able to improvise to draw out this "something." Louis Armstrong improvised when he "drew out" the playing of his trumpet, or wiped his forehead with a handkerchief, because these things made him what he was.

The basic problem in American education today is that we have lost sight of some of these creative aspects. There are very few experienced persons in the system who can draw creative efforts out of the individual. We hope our children have acquired facts. We try to teach facts; but these facts, unless they have reality to them, mean nothing.

I was quite amazed last week when one of the news stations in Washington, D.C. did a little memorial to a person by the name of John Phillip Sousa who has been dead for about fifty-five years. And they asked maybe fifteen individuals on the street who John Phillip Sousa was. None knew. I was quite amazed at some of the younger people to whom this question was addressed. Two of them had gone to John Phillip Sousa School and didn't know who he was or what he did or what he added to this total involvement. They knew he existed, but you should have heard some of their comments regarding who he was. No one had actually told them nor explained to them the process of "drawing out" who he was.

I'll give you a quick example of this learning process. You can tell a person to stay away from fire. He or she can build many fires and it will not mean very much until a hand gets put in the fire and gets burned. Then the person learns from that experience to stay away from it.

Presently government spends huge sums of money to learn about the learning process and to educate the educators about how to be better educators. We drag our feet treating the symptoms while the disease spreads.

The project that we are discussing at this conference holds a new promise. Experiential learning itself is not really new. Learners have been participating in a work setting probably since the birth of human culture. But what is unique in this particular project is the pooling of ideas from our advisory panel. As you were told this morning, many sectors joined in this common effort to revitalize the education process. We spent several hundred hours discussing our perspectives. We read draft reports. We argued about some of the problems such as those you brought up this morning. We shared our ideas. But we insisted on taking a realistic position and making this position heard and understood. We all learned something from this process.

4 A LABOR PERSPECTIVE

The final study presents suggested moves to foster cooperation in experiential learning. It did foster the filling of gaps at the grass-roots level, and I think this is very necessary. At the heart of the project was the learner who experiences this type of education, the student who is trying to discover the meaning of life by a genuine process of education. The learner is challenged to make observations, to handle material, to interact with people. The bottom line is active experience—a demand that the student draw out for himself or herself the cooperation and observation needed in the adult world.

The basic process of education is to put vitality into the context of this report. Students in experiential learning places must do more than memorize facts. They must plunge into the total environment for awhile and discover how they operate in that environment. I submit that education that pulls something out of the student is more exciting and more rewarding than our present system. The individual becomes marked by sincere growth.

We built bridges putting this project together. Experiential learning builds many bridges. It links the world of school with the world of work. It can link the liberal arts with practical application. It can link technical theory with practice. It can also link organized labor, business, education, and community-based organizations in a common effort.

Organized labor has long fought for the preservation of American education. It is a proper agent to preserve our cultural relevance. The basic nature of education must also be liberating. As a person grows in self-knowledge and academic knowledge, that person must remain free to interact, change his or her opinion and create new insights.

As we were talking this morning, I wrote down all the work experiences I've had. I've been in forty-five different clearly-defined occupations in seventeen different industries, and I'm quite young yet. I think children should experience this kind of occupational change. They should be able to change in midstream from an academic education to vocational-based education and vice versa if they so desire. Adults should have the opportunity to walk in and out of a system at any point in life if they think that system will support something that they want to do, something that they want to learn.

As I go around the country talking to many people, I find a terrific number of misfits out there. You brought up the question of compensation this morning. If a person is not a misfit in his or her work, compensation is a less critical issue. I spend many hours doing things that I want to do, whether or not I'm compensated, and I think you do, too. It's the same thing with students when they are really turned on. When we start demanding compensation for work that doesn't fit us in some degree or another, the more misfit we are the more compensation we want.

These guidelines are sensitive to the views of a wide spectrum of society. We hope that this project inspires, challenges, and excites many participants in experiential learning. If it draws such a response, then it will succeed truly as a new educational movement.

A MANAGEMENT PERSPECTIVE 5

by
Joseph Durant
Manager of Business Information Systems
for the Re-entry and Environmental
Systems Division
General Electric Company

I am going to speak in a slightly different vein. I didn't contribute to the guidelines. As a member of a General Electric management team, I have used guidelines in my association with an experience-based educational program. I manage a large computer operation, and I have many professional people working for me who are highly technical, along with less skilled operational types. About five years ago, I was asked to participate in an Experience-Based Career Education program being sponsored by the Philadelphia school district. Being a father of seven, I have always held a deep interest in career education. The particular program was developed by Research for Better Schools. It is a part of the Philadelphia school district and is presently fully funded by them. It is part of one of the major high schools whose student population is about 4,500. There are 400 students in the program. They have their own wing within the school with their own administrators. There are some 200 firms in the greater Delaware Valley who support it on a totally volunteer basis. The program is structured into sixteen to eighteen different career clusters which the 200 firms support.

The students spend one day out of their school week either exploring careers or working in a career specialization phase. I use the word "working" advisedly. These students are not paid. I wouldn't touch that particular issue with a ten-foot pole. The argument for the intrinsic value of work has never been too successful when I try to convince my fourteen-year-old of the intrinsic value of beautifying our front lawn. But there is a great deal of intrinsic value to be received from these programs. Other than the school administrators, everyone involved is a volunteer and has a deep desire to gain something from the program.

I have been an active member of our program's advisory board for several years and helped many of the other companies establish their programs. That's why I feel guidelines are so important. I was very pleased when I saw these guidelines published; not only because of their depth and wide scope, but also because of the great need they will fulfill.

I would like to relate three or four of the guidelines to the particular program we sponsor at our division. I am the resource site coordinator for both career exploration and also the career specialization sponsor in the field of computer science.

In the first guideline, the key words are: "goals, learner objectives, all participants, not only students but those working with the students." In our program I develop a contract with the student. Students set up interviews with me. They go through an hour interview because I have an obligation to them to be sure that if they are going to spend twelve days over the next twelve weeks with me that they know what they are getting into. Time is very valuable. Those of us who have entered middle age know how valuable it is. I have an obligation to them when I say, "This is what you can get. What careers are you exploring?" Within the field of computer science there are many different paths they can follow, and what I can offer them may be totally out of line with their interests. At the same time I tell them what is expected of them. At the end of the hour if a student and I decide that we want to enter into a contract, we draw one up. In essence it is the curriculum for the twelve weeks and represents what the student can expect. Students, in turn,

come back to me with objectives that they expect to attain. The goals might be something like writing and successfully developing a simple computer program; successfully operating four or five specific pieces of equipment over that period of time. Those are their goals. It is absolutely essential that they have specific goals in mind because that's where the true reward and satisfaction come, not only for the student but for my people working with them. The program actually adds in a small way to jobs for our existing employees because I must use those resources to work with students. I still have "X" amount of work to do, but I have to have other resources on site to handle this commitment. To support this kind of program actually creates more jobs.

The second guideline states: "learning sites should be developed." Most of our sites were developed through a good public relations program from our Chamber of Commerce. Too often people say "yes" and they sign up, but they're there in name only. I've talked to some of the students who would go to places where they would sit off in a corner and be given a book to read, or be told to watch. Now who wants to play show and tell? Their time is too valuable. Sites must be developed. People who are responsible for these programs must be sure they are getting quality sites. You are wasting everyone's time if the students are not going to get anything out of it. I also liked seeing words in the guidelines like "developing long-term personal, social, educational, and career development." I love that word "personal" because it's a total learning experience. Most of our students come from the inner-city. Over the past five years, three of the young women who went through my computer science field were mothers. They were sixteen years old and had children at home. That's where they're coming from. I always like to relate the learning experience of one young woman named Cheryl. One of the first assignments she had was to work in our data preparation or keypunch area. Most of the women she worked with are between thirty-five and forty, and in my particular group, they are also strongly religious.

Cheryl came to me at the end of her first day and said, "I don't like it out there. I don't think I'll continue."

I said, "Why not?"

She said, "They don't like me. I can tell that they don't like me. No one wants to talk to me on my lunch hour. They kind of shun me."

I said, "Well, you've just learned a very valuable lesson."

Cheryl had the God-given attributes of Raquel Welch, and she also wore one of the T-shirts that the shops are selling here with a lot of advertising across the front. That didn't set too well, especially with all the sudden traffic through the area by young male workers.

I said, "Now you know that there is more to coming to work than just doing the work; you have to relate to the people around you. Look at how your fellow workers are dressed; you may have to change your style."

She did and was accepted. She had a valuable experience that she never would have gotten in a classroom. That's extremely important. The total commitment is not just to educational or skilled training—it's to the total person, because it's the total person who's going out there in the world.

The third guideline contains the phrase, "meaningful activity, and the need for reflection and interpretation." I always try at the end of the work day when the student is leaving to come in and even interrupt a meeting so I can spend five or ten minutes with him or her. That's important because it tells the student that the big man upstairs is interested in what's happening down here.

Because I'm not going to see that person for a week, it also makes me push and probe to reflect on what was learned, and perhaps what he or she would like to see next week. How can we continue to reinforce? It's not enough to bring students in, wave bye-bye to them, and then as they leave at the end of the twelve weeks, shake their hands and say what a great job they did. You've got to force that reflection, on a formal basis, and it should be in a dialogue.

Now I'd like to swing to the last guideline: "personnel in the workplace." We try to be very careful about the people the students are primarily going to deal with. Since our students come mostly from inner-city areas, I like to select individuals from that area who are now successful professional people who did it the hard way, who got their experience after they started out in the mailroom, went to college at night through our tuition refund program, and got their degrees. Talking to people like that helps them see how to attain their goals. It's not going to be an easy row to hoe, but these are people to whom the students can relate.

In summary, there is immeasurable value in providing experience, especially at the high school level, for students today. I'm not going to drape myself in the American flag, but I am going to speak as a parent now. As I told you, I have seven children. Four of them are in college. Two of them went through three majors and three of them are going to have to go at least five years. Now they are all pretty well zeroed in on the direction they're going. But you know, they didn't get there because Daddy said, "This is what you ought to do, but because they got the experience which gave them the direction." I have a daughter who is going to enter the field of special education, working with the mentally retarded. When she was in high school they had a program called teacher's assistant. She spent the first two periods working with mentally retarded students.

Naturally, Mom and Dad said, "That's not an easy field. How do you know you're going to like it?"

She said, "I'm going to find out. I'll tell you what the rewards are when I'm done, and I'll tell you whether I can hack it."

One of the individuals she worked with in her senior year was a little boy named Joey. When Joey died she was pretty broken up. She came to me and said, "You know, Dad, I know they don't pay us very much in this field, but do you want to know the kind of rewards I earned from this experience?" She showed me a little love note that Joey had written her, and she said, "That's my reward—that's what I learned from that experience. Thank God I had that experience, and I think I can hack it."

Today she's working in the coal mining region of Pennsylvania as a volunteer while she gets her education, and she's enjoying every minute of it, something I could never do. She got it through experience. That's so important—to bridge that gap. Hopefully, these kinds of programs will continue to grow and expand with quality. Thank you.

RELATED GUIDELINES

(1) Experiential education goals should be translated into specific learner objectives and should be stated in terms that reflect shared understanding among all participants. Criteria for evaluating the objectives are part of this shared understanding.

(3) Evaluation should be a continuous process involving all participants; this process should be conducted according to terms and procedures established in the planning stages.

Moderator:

John Swann
Deputy Executive Director of Programs and Planning
Recruitment and Training Program

Panelists:

Warren Meyer
Professor Emeritus, University of Minnesota

Thomas Owens
Northwest Regional Educational Laboratory

Jerry Walker
Senior Research Specialist
The National Center for Research in Vocational Education

1 ESTABLISHING LEARNER OBJECTIVES AND EVALUATION

General Impressions

Reflecting on the importance of objectives and evaluation in his introduction of this panel, moderator Swann stated that "without these two essential ingredients, experiential learning would become experimental learning." Two of the guidelines were created to help foster excellence in experiential programs, and in so doing, minimize the experimental in experiential learning.

Panelists, offering a variety of comments, ideas, and opinions on issues surrounding the guidelines, gave a favorable reaction to them. Agreeing on their utility, Meyer noted that "the project staff, the advisory panel, and others who have contributed are to be commended for the excellence of this early document. The guidelines satisfy a fundamental need." "The real importance of the guidelines," Walker noted, "is that what is included in them should be done well." Two statements from the guidelines proved to be particularly stimulating topics for comment, and provided some helpful discussion: "Goals should be translated into specific objectives which reflect a shared understanding among participants," and "Evaluation should be a continuous process involving all participants."

Reservations concerning the guidelines on objectives and evaluations were few and generally represented a concern about implementation. One panelist, for example, felt that formulating objectives that are shared by all program participants appears to present an almost overwhelming job. It was obvious that the panelists had taken an analytical approach in their review of the guidelines. They were precise in describing the strengths inherent in the guidelines and insightful in pointing out how their concerns could be resolved.

There were three points mentioned for additional consideration. First, objectives should represent modest, realistic intentions with real potential for fulfillment. Second, objectives, rather than being blindly adhered to, should be susceptible to modification, addition or even elimination, as needed. Third, evaluating the processes young people go through in a program is equally as important as the kind of program evaluation being stressed in the guidelines.

Panelists offered a sampling of diverse opinions and experiences which basically contributed to and supported the philosophy underlying the guidelines.

Dilemmas

Establishing objectives and evaluating experiential learning programs are a little like trying to maneuver on an icy expressway. The business of arriving at one's destination in one piece with no dents or damage is difficult indeed. The hazard of sliding into difficulties can be reduced by establishing clearly understood objectives shared by all participants. This point was clearly made by the guidelines and was strongly endorsed by the panelists.

"We need a guide to show us where we're going and a way of knowing when we have arrived," said Meyer. The lack of clear objectives in many experiential education programs has contributed to several dilemmas common to the field. According to Walker there is frequently little agreement on objectives among educators, business and labor people. This creates communication problems that are too often aggravated by the terms used to state objectives. Non-educators frequently view such terms as pedantic and unnecessarily precise.

Other difficulties are initiated by program planners who allow the learning vehicle to become the whole program rather than a single part. Technological programs for which a piece of equipment is purchased seem especially prone to this "tail wagging the dog" syndrome. "Perhaps because the computer is still rather mysterious to many people, computer application programs frequently find themselves limited in this way," remarked Walker. The same problem exists when intriguing evaluation instruments are stumbled upon and become integral in determining a program's direction prior to the establishment of clear, thoroughly negotiated objectives.

"Guideline one makes no reference to education goals . . . , but rather to the student objectives derived from those goals. I think that's smart," Meyer commented. Cautioning against the imposition of prepackaged objectives on programs and the disastrous effect that has on success, he suggested that there is a critical need for all groups involved to participate equally in establishing objectives. This would mean students or clients would have an equal voice since they strongly influence program survival. "They need opportunities to have considered opinions about the program since their input is one key to success," he said, noting that labor's role should not be underestimated either, as co-workers are a strong factor in learning how to adjust to a work environment.

Sometimes objectives are written to "fool the funders" according to Walker. "There is no real intent to have the objectives materialize. It's simply a way to have dollars flow from on high." Such a tactic is occasionally employed to appease various funding groups. However, he commented, it returns to haunt program planners when evaluation is undertaken and results show no significant difference.

"The fact that evaluation of most experiential education programs reveals no significant difference in a technical sense is a conclusion that could at least be lessened by a greater degree of clarity and understanding of the objectives," Walker remarked. He pointed out the need for honest objectives that are realistic and modest enough to be fulfilled. The power of these situations to create difficulties "could be substantially reduced." he said, "if more careful attention were given to goal setting." At the same time, negotiated objectives are not meant to be cast in stone. A commitment to them is necessary; however, as a program's potential to achieve its objectives becomes clearer, the need to modify those objectives makes itself felt.

Sculpturing Objectives

"There is a real danger in creating objectives that are too broad or too specific," commented Owens. Such objectives can be easily ignored. Although the type of program does have an effect on how broad or specific they should be, Owens suggested a middle ground as an alternative. Educators, students, parents and community people involved in his program collaborate to identify six to twelve key objectives. These are made more concrete by carefully defining the rationale for each. Objectives must help students do something meaningful outside of school and beyond their formal high school education. In addition, all program activities are geared toward achievement of objectives. This provides some protection against time-consuming projects which, though perhaps enjoyable, do not fit what the program is trying to do.

Young people in experiential education programs need to see specifically what the program will do to help them achieve those objectives. Hand in hand with that, said Owens, is the fact that "it's really essential for the youngster to realize the responsibilities he or she, as an individual, has in reaching them." This has the additional effect of helping "build in a sense of ownership for what's going on," he remarked.

1 ESTABLISHING LEARNER OBJECTIVES AND EVALUATION

Fruitful Collaboration

The importance of collaboration in developing objectives was stressed frequently by panelists, and they were delighted to see it emphasized in the guidelines. The success of such a collaborative effort is frequently facilitated by the approach used. One that Owens found effective required inviting everyone ot express what he or she felt were the essential things to be learned in high school. From the ideas generated, a draft of objectives could be built and taken to the community for a critique. Beyond that point, collaborative groups would choose the curriculum area in which they want to suggest change. In his program, three curriculum areas were identified: basic skills, career development, and life skills such as personal development and citizenship. Within the life skills area, "most community people and representatives of business and labor have been particularly interested in defining survival skills," according to Owens. Because of their interest in this area, the help they have provided has been notable.

Meyer suggested that to circumvent program competition within the school and the community, and to foster cooperation between programs, representatives from all other local work-experience programs should be included in the development of objectives and evaluation criteria.

Further Considerations

Panelists shared several thoughts about evaluation which they felt deserved consideration. Economic and other changes cause employers "to run hot and cold" in their support for programs, remarked Meyer. Thus the need for "cost-benefit information, in addition to formal evaluation, has become essential for both employers and taxpayers." The positive data on achievement of objectives delivered to employers who participate in constructing objectives can help those employers feel their efforts are worthwhile.

Young people achieve their objectives in different ways and, hopefully, get something from a program that not only is broader than an accumulation of facts, but may not be readily measurable until they have left high school. "So it is appropriate," remarked Owens, "that we spend more time looking at the processes young people go through, rather than just program outcomes and that we use a variety of evaluation techniques." His list of suggested techniques included true control groups, live-in anthropologists, ethnographic studies, cost studies, adversary evaluation and feasibility studies. The need for a variety is "an excellent aspect to stress" in the guidelines, he noted. Commenting that the importance of student self-evaluation is implied in guideline seven, Owens mentioned students' need for help in assessing the quality of their own work using standards that make sense for them. Thus, two people working on the same project might evaluate themselves differently according to their varying ability.

The call for continuous evaluation in guideline seven addresses itself to formative evaluation which, in contrast to summative evaluation, aids in developing or improving a program. "Evaluators are often called in at the eleventh hour to help assess program data which they were not usually involved in obtaining," commented Walker. "About all that can be done at that point," he said, "is to perform an autopsy of the program." Continuous evaluation by well-trained personnel would help eliminate this situation. Meyer suggested that another aspect of formative evaluation which will allow more effective modifications in a program is the systematic gathering of information from learners during the instruction period.

Evaluation at the placement site should be done by those employees "closest to the action," commented Meyer. It can take a year or two for the coordinator to develop a good training environment. There is the additional problem of training employees who want to be sponsors. These people usually don't have education degrees and must be trained in supervision and evaluation in a way that doesn't interfere with their regular assignments.

Meyer said that the quality of instruction could be measured by adapting an existing training profile that compares achievement ratings by student and work supervisor. He feels there is great potential to measure worker satisfaction in instruments such as those developed by the Minnesota Studies in Vocational Rehabilitation at the University of Minnesota. "Before adopting such instruments," remarked Walker, "there is a need to determine whether they will actually measure achievement of stated objectives."

Summary

The dilemmas identified by the panelists could, they felt, be solved to a degree, though not eliminated, by pursuing clear objectives. Collaboration among all participants in developing those objectives was frequently stressed, and a strategy for effective collaboration was offered by one panelist. As objectives are identified, care needs to be exercised to make them concrete and realistic. At the same time, youngsters need to see how those objectives relate to their participation. Calling for a variety of evaluation techniques including self-evaluation, the panelists also agreed that continuous evaluation by trained personnel is essential, and several potentially valuable evaluation instruments were suggested.

RELATED GUIDELINES

This panel addressed itself to no one guideline in particular, but touched on many issues related to the guidelines.

Moderator:

Louise Wasson
Graduate Research Associate
National Center for Research in Vocational Education

Panelists:

Dina Edwards
Graduate, Cooperative Vocational Education

Dennis Dubarre
Participant
School to Work Linkage Program

Karl Miller
Graduate
Executive High School Internships Program

Mary Caves
Participant
Experience-Based Career Education

2 EXPERIENTIAL EDUCATION ALUMNI

An opening panel composed of three experiential education program alumni and one current enrolee set the pace and established a focus for the conference. Louise Wasson, panel moderator, led the panelists in a spirited discussion of four diverse experiential learning programs: Experience-Based Career Education (EBCE), Executive High School Internships, Cooperative Vocational Education, and the School-to-Work Linkage Program.

The discussion revealed many of the benefits and concerns associated with the programs. It was obvious from the students' comments that the programs had encountered and successfully resolved many of the issues addressed in the policy guidelines.

Wasson skillfully directed the discussants to consider six of the areas emphasized in the guidelines: nature of experiences, selection procedures, pay, academic credit, program outcomes, and need for program expansion.

The young panelists enthusiastically described their programs to give conferees an impression of the range of opportunities available. Dina Edwards, a graduate of a cooperative vocational education cosmetology program, described her program as "designed for people who know what they want to do and want training that will prepare them to graduate from high school and find a good job." Dina participated in 1,500 hours of cosmetology training to graduate from high school and qualify to take a state licensing examination.

Wasson inquired whether the beautician training was offered at Dina's local high school. "No," Dina responded, "I transferred from an academic high school to get the cosmetology experience. I was able to take my academic requirements and the job training at the vocational school, so it seemed like a better deal."

Dennis Dubarre, a high school junior and a participant in the School-to-Work Linkage Program, also believed that he had a "good deal." "In my program I get high school credit, on-the-job training, a good salary and night school courses that I can apply toward college credit."

Pressed by the moderator for more details, Dennis explained, "I go to my high school in the morning, in the afternoon I get on-the-job training at my air conditioning and refrigeration job, and at night I take courses in refrigeration at Delgado Community College. It's a pre-apprentice program and in four years, when I'm twenty-one, I'll be a journeyman."

Karl Miller, a 1975 graduate of the Executive High School Internships Program, described his program which "takes students out of the high school environment four days a week to intern with executives in the public and private sector."

Wasson expressed concerns shared by many parents of experiential learners. "How can you earn a diploma and qualify for college when you attend school only one day per week?"

Karl explained that the majority of interns are seniors who have conscientiously completed their graduation requirements and are looking for other challenges. Many of the students, motivated by their internship experiences, do go on to college.

Mary Caves stressed the unique aspects of Experience-Based Career Education. "One of the basic functions of the program is to teach students an independent decision-making process, not only for selecting a career, but also for reaching decisions you need to make every day."

Moderator Wasson requested details and Mary elaborated. "We learn to identify problems, gather relevant information, analyze the information and generalize to other situations. We apply this technique at various community learning sites that we chose ourselves from a list of 200 available sites."

"How did you become involved in experiential education?" All four panelists indicated that they selected participation after exposure to a variety of recruitment strategies. Dennis and Dina agreed that they were attracted by the opportunity to get credible occupational training in high school. Dennis participated in a screening and interview selection process. Dina applied and waited a term for an opening in the cosmetology course.

Karl and Mary had not, as high school seniors, made career decisions. They became involved in experiential education to explore occupational roles. As a result of her EBCE experiences at six learning sites, Mary became interested in banking. "When I first got into the program, I thought I'd like a bookkeeping course at a technical school. I decided after my experience at the bank that I would enter a four-year college accounting program."

Karl related that his one-semester executive internship placement was determined following a series of interviews with potential executive-sponsors. Interns and sponsors were matched based on their respective preference ratings.

Wasson broached the sensitive issue of pay, and the young people reacted with very decided opinions. "The purpose of EBCE is to learn," Mary said. "We never get paid because we are just going to school in the community."

Dina related that, although the beautician trainees charged for haircuts, the income was reinvested in maintaining the program. "The money pays for supplies, like scissors and blow dryers, which students might otherwise have to buy themselves."

Dennis regarded incremental pay as an integral part of the apprenticeship experience. "I earn three dollars an hour; and every six months, until I become a journeyman, I make a larger percent of a journeyman's wage."

Wasson encountered more agreement as she posed the question of graduation credit for work experience. Karl and Mary spent four school days each week in the community and a fifth day involved in job-related reflective seminars at the high school. Both received a full semester's complement of elective graduation credits.

A member of the audience asked Mary to explain how these credits were earned. "We earn credit by completing activity sheets. There are pre-packaged activities, like one on personal accounting, or students can set one up on whatever they want to learn; then they choose a community site where they can do the necessary research. You always use the decision-making process."

Because both Dina and Dennis were involved in two-year experiential programs, they were completing academic course work simultaneously with their experiential training. Each semester Dennis receives three academic credits for his three morning courses and three general graduation credits for his afternoon on-the-job training.

When asked to identify in retrospect the advantages of experiential education, the alumni were ready with examples. "The primary benefit was just meeting people. Working with adults was so different from my experiences in high school," Mary commented.

Dina continued, "Working with people was the primary advantage. However, I also learned so much about myself—what I could do, and also I know now what is expected on the job."

Karl, now three years out of high school, had an interesting reflection: "It changed my whole viewpoint on business and how it operates. When I joined the program I was sort of a radical liberal, down on business. Then, I started meeting business people and I found out they were not so bad. Also, the contacts I made in the program have been invaluable in my college program and in locating jobs to put me through college."

Wasson observed that these students' experiences seemed to exemplify the sort of school-to-work transitions we would hope for all young people. But do all young people have access to such programs? The panelists' responses indicate that they do not. Mary reported that she was guaranteed a position when she registered for EBCE; but today program applications are competitive, as EBCE can accept only sixty of a class of 600. "My younger brother was really glad to get accepted this year."

Karl indicated that only about a dozen students in his high school participate each year in Executive High School Internships. He added that the program is currently threatened by new prescriptive and standardized graduation requirements that restrict elective flexibility.

Dina explained that she was on a waiting list for one term before an opening was available in the vocational cosmetology program.

Dennis is presently paid three dollars per hour for his on-the-job training. In succeeding months he will earn a progressively greater percentage of the journeyman's wage until, after four years, he will get his journeyman's papers. Agreeing that the opportunity to interact comfortably and successfully with adults outside the school setting was the greatest advantage derived from experiential education, they remarked that experiential options gave them the chance, after eleven years, to break from the routine of reading textbooks, writing papers, and taking exams. "Contact with the real world," Karl commented, "helped me to revalue my basic education as a viable survival tool." Dennis mentioned good training, good salary and the chance to accumulate college credits as advantages that were special in his School-to-Work Linkage Program.

The young panel members indicated that there exists an unserved audience for experiential learning. In Mary's senior class of 600, only sixty could be included in the Experiential-Based Career Education Program. Dina reported that there is a waiting list for her cosmetology course. Karl commented that many of his high school classmates would have been interested in experiential internships (seven at his high school were involved), but that the new graduation requirements in his state might make participation less feasible for many. At Dennis' high school in New Orleans, 120 students are involved in cooperative learning experiences in trades and industry.

Summary

The experiential education alumni panel provided conferees a foundation of information and insights regarding experiential learning. The panel's comments illustrated the versatility and potential inherent in the experiential approach to education and highlighted the need for efforts toward providing all young people access to such programs.

RELATED GUIDELINES

Six
All learners should have the opportunity to participate in programs and should be involved in determining their assignments. Participation should be based on a clear and shared understanding of certain factors: (1) the skills, knowledge, and attitudes the learner is expected to develop; (2) the learner's need, readiness, and capacity for developing them; and (3) availability of resources and opportunities.

Seven
Experiential learning opportunities should be developed at various employment levels within community work sites.

Eight
Experiential learning opportunities should be developed gradually, expanding only after pilot programs have demonstrated success.

Moderator:

Deborah Coleman
Research Specialist
The National Center for Research in Vocational Education

Panelists:

M. C. Batchelder
Bureau of Apprenticeship and Training

Joann Duperrault
Program Coordinator
Executive High School Internship Program

Mary Ann Ganey-Wieder
Project Manager
Kellogg High School Project
National Information Center on Volunteerism

Ron Nelson
Project Director
Experience-Based Career Education Program

3 SELECTING PARTICIPANTS

General Impressions

The most thought-provoking section of guideline five proved to be the first segment: "all learners should have the opportunity to participate in programs and should be involved in determining their assignments."

In discussing how their programs select participants, differences in approach are readily apparent. Trying to provide the opportunity for all students to be informed about the Executive High School Internship Program (EHSI) has proven difficult as it is not always possible to talk with the total student population. Thus, many recruiting techniques have become necessary. Professionals within the volunteer sector need to provide background information to teachers so they in turn can more accurately present the spectrum of volunteer opportunities to all their students. The School-to-Work Linkage Program relies to an extent on aptitude in accepting students for apprenticeship. Thus, participation in that program is somewhat selective.

Few comments were aimed directly at guideline five, although generally the reaction seemed favorable. One panelist expressed a concern that not much direct support is spelled out in the guidelines for exploring the volunteer community. However, she remarked that most of the guidelines apply to all the concerns the voluntary sector would have.

Recruitment

"We stop at nothing. We recruit students in all kinds of ways," asserted Duperrault. "I am still looking, in my thirteenth semester of recruiting, for new and better ways to do it." A wide variety of techniques is used, ranging from talking to all American history classes to infiltrating the student population. She commented that the need for such a broad range of techniques would be less acute if school people were more open to providing information on the EHSI Program.

After an initial presentation of the program and a sign-up by interested students, a county-wide meeting is held in order for candidates to talk with current interns. "It has all the earmarks of a gigantic cocktail party without the cocktails," she commented. To ensure that candidates' questions about the program are answered, a list of questions has been developed which is used at the meeting. After the second interview with candidates, a meeting is held with their parents to explain the program and provide a forum for their concerns.

Ganey-Wieder contends that young people should have the opportunity to do volunteer work, which provides a type of experiential education. Students "have been learning from experiences for a long time," she noted, and when experiential education is defined in a broad sense, "I firmly believe that there is not a single age at which you cannot involve young people, and some not-so-young. The diversity in the non-profit sector allows students to gain valuable experience. They can develop many skills and try out new ideas more easily, in some situations, than they could in a more structured setting."

Recruiting young people for opportunities in volunteer work requires giving them enough information to make an informed choice of assignment. To help them make that choice, volunteer bureaus and voluntary action centers have formed community teams as a resource for teachers who have front-line responsibility for providing volunteer information to students. "The teacher needs support. Giving the opportunity to learn about what is available, learning about the activities in

these agencies—one person can't do that," she said. These teams provide a support base for teachers that will help in choice of placement, supervision, and reflection activities. In addition, her organization has developed curriculum materials intended to develop appropriate attitudes and to assess students' understanding of volunteering and knowledge of their own skills. In selecting students for placement, an interview is conducted which assesses candidates' strengths and weaknesses and outlines the agency's expectations, much in the manner of a job interview.

The School-to-Work Linkage Program is intended to provide a bridge between school and work. In this program student recruitment is done through coordinators and counselors. The selection process begins in the tenth grade when interested youngsters are first exposed to experiential education, Batchelder explained. In the eleventh grade, if students' interests in a particular area have continued, they are tested for aptitude, and intense classes in machine shop, electrical work or other courses offered by the school are begun. By the time students have arrived in the twelfth grade, they have some knowledge of whether this is what they want to do. Assuming students have accumulated enough credits to be able to work a half-day, they are invited to take another test and are then placed as apprentices according to available openings. In the senior year students will be registered apprentices, and upon graduation will be employed full-time by the company. "The retention rate during the first year out of high school has been typically ninety percent," he remarked. "Every company I've called on has been overwhelmingly impressed by the program, and almost fifty percent of them are no longer accepting the salary reimbursement we provide."

"The selection of participants is always a weeding-out process," according to Nelson, who noted that "we are not always the best judges of who should be in the program."

Selection of Assignments

"Interviews are used extensively in our program as a device that allows students to be actively involved in selecting sponsors," noted Duperrault. They set up interviews with as many sponsors as they wish; then students and sponsors rank-order their choices, providing a mutual selection process.

In volunteer work students have many classroom opportunities to become informed about their choices. "Thinking through their motivation for choosing to volunteer is important," commented Ganey-Wieder, "since this will sometimes cause a change in the type of placement chosen. Once a placement decision is made, interviewing at the volunteer agency is often used to qualify candidates and explain the expectations of the chosen agency."

Summary

The need for creative recruiting as a mechanism to inform all students of the EHSI Program was mentioned by one panelist who explained in detail how participants are involved in selecting their assignments. In volunteer work selection of students and their choice of assignment is the shared responsibility of teachers and the community team of volunteer bureaus. The selection process for the School-to-Work Linkage Program covers a two-year period at the end of which students are chosen for their interest and aptitude.

RELATED GUIDELINES

Nine
Cooperating organizations should be encouraged to sustain their involvement over given periods of time. The nature and extent of this commitment should be agreed upon in the planning stages by all involved.

Ten
The presence of experiential learners in the workplace should not result in the displacement of workers. If the work force is reduced while a program is in effect, any required reductions in experiential learners or other program modifications should be made according to terms agreed upon in the planning stages.

Eleven
All persons responsible for experiential programs should be thoroughly familiar with legal requirements and ramifications as they apply to experiential learners.

Twelve
Salary issues should be cooperatively decided upon by all parties involved in the program, working within the context of the appropriate laws, regulations, and collective bargaining agreements.

MODERATOR

William Brooks
Director of Personnel
Central Engineering Activity
Fisher Body Division,
General Motors Corporation

PANELIST

Walter Dorosh
International Representative
Skill Trades Department
United Auto Workers

PANELIST

No Picture Available

Louise Harvey
Assistant Vice President
Boatman's National Bank

PANELIST

Mary Ann Payne
Georgia Association of Educators

PANELIST

Boyd McLocklin
Georgia Department of Human Resources

4 IMPACT OF THE PROGRAMS ON THE WORKPLACE

General Impressions

The panelists, representing management and labor, were supportive of the guidelines and demonstrated sensitivity to issues regarding the impact of experiential education on the workplace. For example, Payne stated, "It appears to me that they [the guidelines] are right on target in addressing issues that we face on a daily basis."

The panel's presentation and the following discussion pointed out the great potential of experiential education in producing benefits not only for the workplace, but also for experiential learners. One conference participant put it this way: "One of the reasons students are in these programs is that there is an intrinsic value in the activity of work or service. Youths need the opportunity to learn about it." This was reinforced by another participant who added, "The beauty of experiential education is that students get these opportunities and, more importantly, that they get gentle guidance from a caring coordinator and a chance to reflect so the experiences are not haphazard adventures to be forgotten, but rather are integrated for further use."

Dorosh, noting the guidelines' concern for all individuals, stated, "On the question of minorities, women, the disabled, veterans, we must recognize the important potential of experiential programs to advance equal opportunities for all persons."

The following selections reflect several key perspectives of the panel on issues related to impact on the workplace.

Social Gaps

Harvey, discussing the presence of student trainees in a bank, stated that "the problems we encounter are not their ability to learn or produce; the problems are sociological." The bank can handle on-the-job training; other kinds of problems are more difficult to handle. "A teacher who can relate well to trainees has proven to be the most effective approach to resolving some kinds of difficulties," according to Harvey. "You're 'stealing' money from the bank when you write checks for money you don't have. This kind of statement can be a revelation in the students' process of reflection." She stresses the interaction with co-workers, being on time, staying right up to the end of the work day, exploring lunch-hour activities, accepting compliments from supervisors. In addition, she teaches skills that disadvantaged students rarely have such as handling a checking account and reconciling bank statements.

Student behavior at the work place is a significant part of the impact of experiential programs. Being forced out of the work pool because of these behavioral gaps is a dilemma the bank is attempting to avoid. It sees students as potential employees and considers time spent resolving such difficulties as time well spent.

Cigar-Box Funding

"Who pays and why makes a tremendous difference to the administrative impact on our agency," commented Payne. Some of the local funding sources are still "operating out of a cigar box. When it gets full, they pay the bills. It is not possible to operate efficiently under such conditions," she remarked. Expressing concern that the guidelines might become federal policy, she noted that her agency, already buried in paperwork, could simply not handle more under the existing budget due to complex funding sources.

"It appears to me that the guidelines are right on target in assessing issues we face daily," Payne remarked. However, she sees a need for further work on legal responsibilities. As director of a mental health center, she is aware of the implications of involving students in an agency bounded by strict confidentiality. There is also the unresolved question of who covers the insurance risk.

Levels of Intervention

"If we're going to help most of the students—especially low-income, underprivileged, disadvantaged or minority—we need an approach that thoroughly considers their personalities and attitudes," stated McLocklin. Focusing on students who need assistance blending into the work environment, he suggested two kinds of intervention to maximize the positive impact of the student on the workplace. First, either the sponsoring organization or the institution needs to provide supervisory training to personnel dealing with students. Lack of money and lack of interest often make this difficult. If supervisors were to have training available to them through adult education and could receive credit for it, such training becomes a possible way to provide needed assistance. Second, a trained person needs to be available for crisis intervention since it is common for students to have problems adjusting to the workplace. One student might have a serious problem handling criticism; another might offend the supervisor by wearing a beard, long hair, and jeans; another might feel his or her disadvantaged background is responsible for not fitting in. If someone with experience in dealing with such issues were available to work with students, a potential failure could be turned into a positive educational experience. The use of reflection in conjunction with crisis intervention compounds students' alternatives for dealing with potentially negative situations.

Avoiding the Paper Mill

The impact of local funding sources on effective agency services creates numerous difficulties, according to one panelist. She cautioned that the burden of additional paperwork that could be created if the guidelines were adopted as federal policy could place a severe strain on the agency's ability to function.

Summary

The impact of social problems on the job and how to provide the necessary guidance to resolve them was a topic of interest and concern. Sensitive persons at the work site who can help students develop constructive attitudes, gain some training, and receive guidance are useful in helping students prepare for full-time employment. These guidelines should be helpful to representatives from the workplace as they participate in the development and implementation of experiential education programs.

RELATED GUIDELINES

Thirteen

The criteria for granting credit to learners for participation in experiential education programs should be agreed upon in the planning stages by teachers, administrators, program staff, and the agency granting the credit.

Fourteen

Credit for previous experience in experiential education programs should be considered by labor and management.

Moderator:

Gail Trapnell
Assistant Professor, Distributive Education
Virginia Polytechnic Institute and State University

Panelists:

Ralph Baker
Deputy Director of the Experience-Based
Career Education Program
Far West Laboratory for Educational
Research and Development

John Strange
Associate Executive Director
Council for the Advancement of Experiential Learning

5 CERTIFYING EXPERIENTIAL LEARNING

General Impressions

General concerns about academic credit and potentially eroding effects of guideline thirteen on other aspects of experiential education were of primary importance to panelists in this discussion.

Although somewhat concerned about the effect of guideline thirteen on other guidelines, an opinion was expressed that the advisory panel did an effective job in looking at the questions raised by this issue. "The fact that certifying agencies have yet to agree on a basis for crediting experiential learning is a dilemma still hunting a solution," remarked Baker. He noted that additional confusion is generated among business, labor, and education groups over the issue of equating competencies gained by experience with those gained in the classroom.

Strange outlined four areas of particular concern to him:

1) Guideline thirteen may undermine guidelines one, four and seven, all of which he considers essential.

2) It may restrict adoption of certain objectives as legitimate for a learning situation.

3) It fails to challenge the academic community sufficiently about what is and is not academic and may undermine one of the great values of experiential learning: the chance to recognize one's own learning abilities, whether in or outside a classroom.

4) It may interfere with the objective having to do with redistribution of rewards in this country.

Tradition plays a large part in the slow pace of changing attitudes on credit according to both panelists. Baker called for restructuring teacher training programs to encourage more concern about affective learning.

Strange reinforced the importance of dealing with the whole person rather than trying to separate an individual into component parts. The willingness of faculty to recognize that classroom learning is compatible with and improved by other kinds of learning experiences is essential. He noted that experiential learning benefits a wide range of individuals in all age groups.

Tradition

"We have been doing things in such a traditional way for such a long period of time that it's very difficult to change," noted Baker. "Taking traditional teachers and turning them into facilitators of learning has been a difficult task. It cannot happen through osmosis. Staff development is essential in order for teachers to understand what experiential learning really means." Noting that he would like to see a mechanism adopted in education that would encourage teachers to concentrate more attention on affective areas, he was not hopeful about their ability to do that in their present situation. Baker contends that we must go to the source of supply and encourage change at the teacher-training level.

Baker's program addressed the issue of credit early in its development as it was important to make sure that students were not penalized for being in the program. In pointing out that credit for traditional classes is time-based, a discussion on course objectives was initiated with the school district. He remarked, "Frequently the text serves as the only set of objectives which results in a heavily content-oriented emphasis."

An effort was made to help the district develop viable course objectives. When that was accomplished, they could then be integrated into career-development and problem-solving activities. "It is important that students understand the utility of what they study," he commented. Using the individual with whom the student works has proven a successful way of helping students recognize the usefulness of basic skills. This points up the fact that since the whole person is involved, it is unrealistic to divorce affective learning from academic experiences, and there is a concomitant need for credit in both areas. "It might be helpful," remarked Baker, "to examine the competencies coming out of these programs. You may find in many cases they are greater than those competencies coming out of traditional classrooms."

Cautions on Credit

In expressing his concern about guideline thirteen, Strange explained that its implementation might initiate erosion of vital areas in experiential education. "There is a range of objectives we should be trying to set forth for our community," he remarked, "and it goes beyond factual information. People lose factual information at about the same rate they acquire it unless it is continually used." Reinforcing Baker's concern about the involvement of the whole person, Strange commented that the range of objectives is deeply involved with the whole area of problem-solving and communication skills. In addition, "we want them to develop curiosity, reliability, and determination although," he noted, "not much is known about how to transmit these skills." Observing that the classroom has no absolute control over learning to observe, describe, analyze and theorize, or over learning where to acquire information and how to use it, Strange asserted that the environment outside the classroom may in fact be more effective for teaching these skills. This goes hand in hand with the need for diverse experiences in every area of life, since they may lead to some of the outcomes identified as valuable.

While agreeing that evaluation needs to be not only continuous but adaptable to particular objectives, Strange stated that sometimes we cannot determine whether objectives have been attained. "Where we cannot, we ought to be honest and say we cannot; yet, it should still be possible to make a case for why those objectives are more likely to be attained in the future as a result of those experiences," he noted.

Commenting on the context in which experiential education is trying to bring about change, Strange noted that secondary and post-secondary faculties are frequently reluctant to adapt to certain kinds of changes. Higher education faculties particularly "really don't want the objectives of higher education to be made public or to become very concrete because they see themselves in the role of social critic, and they fear their cover will be abolished with the adoption of objectives they must attain." It is Strange's contention, however, that the faculty's role as change agent might be more effective as a result of adopting certain objectives.

Some faculty members are, in addition, often reluctant to acknowledge that learning can occur outside of the classroom. Such an acknowledgement would constitute a recognition that competition exists. "Not recognizing its existence creates difficulties that could be avoided," remarked Strange.

The adoption of experiential learning techniques has implications for all of us in regard to life's diverse experiences. Commenting on the numbers of older people who will retire at a more advanced age than previously and who still want to be productive, Strange noted that experiential education can help teach them additional skills so they can make plans for new activities.

5 CERTIFYING EXPERIENTIAL LEARNING

In contrast to white middle- and upper-class populations, the fertility rate for lower-income minority groups has not decreased. In five to ten years the student population will reflect these differences in number. "The pre-retirement population provides a pressure point to reduce the rate of declining enrollments," noted Strange. "Educational institutions need to accept the challenge to prepare for those changes; part of that challenge is to utilize experiential learning techniques that have proven successful."

Summary

Panelists discussed the problems that implementation of guideline thirteen could cause in other areas of experiential education. Tradition always makes change difficult. Thus, there is a need to provide staff development and to encourage changes in teacher-training programs. In order to facilitate that change it is necessary to integrate academic objectives with those of career development, granting credit for both and emphasizing to the student the utility of having basic skills.

There is a reluctance by faculty to make changes and to recognize that learning can occur outside the classroom. This tends to create avoidable difficulties.

Experiential education techniques will prove useful in dealing with large numbers of older people who want to continue to be productive. In addition, greater numbers of individuals from lower socio-economic groups will find such techniques useful as their numbers increase in educational institutions over the next ten years.

RELATED GUIDELINES

One
Experiential education goals should be translated into specific learner objectives and should be stated in terms that reflect shared understanding among all participants. Criteria for evaluating the objectives are part of this shared understanding.

Two
Experiential learning sites should be developed for programs on the basis of the potential for delivering long-term personal, social, educational, or career-development benefits.

Four
Experiential learning should be structured to stimulate learning through meaningful activities, including opportunities for reflection and interpretation.

Five
The learner's overall set of experiential education opportunities should include a diversity of learning and work experiences.

Moderator:

Robert Lipscomb
Vice President
Vocational Education Association
Huntsville, Alabama

Panelists:

Rex Hagans
Director of Education and Work Programs
Northwest Regional Educational Laboratory

Lester Jipp
Consultant, Walkabout Program

Mary Kohler
Executive Director
National Commission on Resources for Youth

6 DEVELOPING QUALITY PROGRAMS

General Impressions

Noting the unreal expectations continually assigned to schools, moderator Lipscomb stated that "... there are some fundamental problems with education. Perhaps the most important one is that for the past forty years we have never cooperatively decided what the purpose of education should be for our youth in the next century." He asserted that despite well-publicized failures, schools are doing a better job than ever before. "To appreciate that fully," he suggested, "we must continue to show interest in greater cooperation."

One of the purposes of creating the experiential education policy guidelines was to provide, through collaboration, guidance and principles for the development of programs that engage youth in experiences of high quality. This panel examined the quality issue in experiential education. While the panelists implied that the guidelines would make a contribution toward facilitating quality experiential education, their perceptions on the essential elements of quality and their reservations regarding the zealous pursuit of quality were provocative and generated considerable interest at this conference.

Mary Kohler indicated that the guidelines were well done. For example, she said, "I think your idea of requiring a time of reflection is splendid." But she also indicated that the guidelines need to be "doctored up" a little to include an emphasis on human development. She urged, "Add the ingredients that go into bringing youth into the human family. They can learn about caring by having responsibility for someone else. ... Most important of all, youths have to be given a sense that they can make some difference. ...We also have to remember that we can learn from the young people."

Kohler was also concerned that the guidelines appeared to deal primarily with workplaces in private industry. She noted that the nonprofit sectors, private agencies, and professions are appropriate places for experiential education but would have a hard time meeting some of the guidelines.

"... Kunta Kinte in *Roots* knew when he would become a man. He knew the procedure, what was expected of him, and what his world would be like after he completed his rite of passage," remarked Jipp. Schools should be organized so that gaining the competencies necessary for survival as an independent adult becomes more clearly and intentionally a part of the educational process. This should include experience with role models in the community. "Then we will see much more meaning in a high school diploma," he noted. These guidelines provide encouragement to that end, especially because of the Advisory Panel's direct participation in their preparation.

The isolation of youth and the inadequacies of their experiences argue the need for quality experiential programs to prepare them for adult roles. The skills Jipp considers essential in such a program are organized around relationships with numerous people in the community in addition to teachers. The skills include the ability to read, compute, acquire career skills, be an informed consumer with basic knowledge of the economy (e.g., inflation, payroll deductions), be an active citizen, have some understanding of our society (history, literature, etc.), develop leisure-time skills, develop family skills, demonstrate creativity and imagination, and demonstrate a capacity for personal self-reliance.

An article by Hedin and Conrad in a current issue of *The Journal of the National Association of Secondary School Principals* describes research in which 4,000 students in experiential programs across the country were asked questions about the impact of their experience.

In this research, "The degree of correlation between what we [Panel of Practitioners] thought was happening to students and what they said was happening was fantastic," Jipp stated. In numbers ranging from eighty-six percent to ninety-three percent of the students queried, they too said they gained greater concern for other human beings; ability to get things done and to work smoothly with others; realistic attitudes toward the elderly, handicapped, or government officials; motivation to achieve; better self-concept; increased responsibility to the group or class; risk taking (i.e., openness to new experiences); a sense of usefulness in relation to the community; problem solving abilities; and assertiveness and independence. "These are the kinds of skills which are needed in quality experiential programs, and they will be easier to establish because the guidelines have been produced," he remarked.

"... maybe we're more concerned about quality in some ways than we ought to be. Now that's a strange statement to make, but I think we need to be careful. If we take quality to be everything that will be totally acceptable to everybody, we're in a lot of trouble. If we take quality to be following some of our better hunches about what human beings need, we're in good shape." Hagans cautioned program people against getting too caught up in searching for quality, validating the programs, and pleasing everyone as they might miss an opportunity to enable the program to grow and reach more young people. In line with this, Hagans suggested that experiential programs should be integrated into the secondary school curriculum.

Listing six components of a quality program, he suggested that they should also be considered in formulating guidelines.

1) People must be viewed as a—if not the—primary learning resource.

2) Quality programs must be attentive to the difference between teaching and learning.

3) Important social issues, such as stereotyping, have to be dealt with.

4) All experience must not be held back until the young person is "ready" because students need to have a chance to fail without dying in the failure.

5) Initial agreements between employers and programs should not be overemphasized; commitment can be built gradually.

6) Too many specific objectives may lead back to a traditional curriculum.

Summary

Panelists offered numerous ideas for developing quality programs. Schools need to be structured to allow learning of survival skills for adulthood. A number of skills are essential to quality programs, but it is necessary to exercise care that in providing quality, the opportunity to grow and reach more young people is not curtailed.

RELATED GUIDELINES

Fifteen
Educational personnel associated with the program should be given a thorough understanding of the work settings, the potential of the learners' experiences, and their own roles in assisting the learners to achieve the program purposes. Participating organizations should assume full responsibility for the training, compensation, and recognition of all personnel who implement the program.

Sixteen
Personnel from the workplace, who are called upon to interact with experiential learners, should receive comprehensive orientation to their roles in experiential education. Collaboration between these workers and the program staff should be maintained on a systematic basis for the duration of the program. Participating organizations should assume full responsibility for the adequate training, compensation, and recognition of all personnel who implement the program.

Moderator:

Charles Heatherly
Director, Education Division
National Federation of Independent Business

Panelists:

Jerry Bowman
State Program Director for Career Education,
Work Education, and Diversified
Occupations Programs
State of Arizona

Lynn Jenks
Project Director
Far West Laboratory for Educational Development

Ray Williams
Director, Program Development
Center for Cooperative Education

7 PREPARING PERSONNEL

Preparation of Program Managers and Coordinators

"Many program problems involve administrators. It takes a very skilled manager to deal with funding and reporting complexities, to talk about long-range planning in spite of year-to-year funding deadlines, to keep morale up, be creative, and also run an effective program," noted Williams. "Preparation of management personnel should be incorporated along with that of educational personnel," he remarked, adding that his co-op education program provides such a training ground. Intern programs of varying lengths have been set up for schools establishing their own national co-op programs. Training is offered on a variety of topics ranging from how to write grants to program administration.

As Williams' experience with private universities indicates, school administrators often are not believers in experiential education. At one school he was told that learning can take place anywhere; education only takes place in the classroom. Seminars are used to demonstrate the program's value and to develop administrators' commitment to it. "If a program is going to exist on campuses where budgets are tight, you have got to get the message across to the top administrators and deans," he noted. A lack of commitment there means that when budget cuts come or campus politics interfere, the program can be eliminated or at least decimated to the point that it is ineffective.

Williams mentioned that his program has initiated a training program for new coordinators. It also brings in employers to provide them with current information, to request feedback and generally to provide them with a support system.

As part of a new program, he explained that coordinators are now being trained in career counseling skills. They are then paired with faculty members from various disciplines. Each pair uses "team teaching to give a unified presentation on the whole field of careers, and there are a lot of good spin-offs from that." In the end the faculty becomes versed in career education information and is able to give instruction in it as part of their total course. Observing that the "faculty is working for the first time in a very different way with coordinators," he noted there is hope for a closer relationship between the two.

Certification

It's good to reflect on the comments generated at this conference, but "where does it all lead?" Bowman asked. "It leads us to the person who makes a program successful—the coordinator, who needs to be able to walk on water in order to meet the needs of all the people involved." Asserting that "taxpayers are getting their money's worth" from coordinators, he went on to outline Arizona's procedure for ensuring that program personnel have a thorough understanding of work settings:

1) Nonteaching work experience must total between 2,000 and 6,000 hours, or three semesters at a local university taking a directed observation class.

2) Classes in cooperative education methods and procedures will yield a cooperative endorsement on a teaching certificate, or districts may offer their own in-service classes.

When the number of programs outweighs the number of qualified personnel, there is a need for flexibility in such requirements. For example, when the new CETA-YEDPA legislation brought in twenty new co-op programs, Bowman explained that coordinators were permitted to finish certification requirements while they began programs.

"All of our people in Arizona would strongly support the precepts on which these guidelines were based. They have been part of our philosophy for as long as I can remember," he remarked.

"The work site is a learning laboratory," he stressed. It can be a more effective one when training is provided to the work-site people. To prepare in part for this responsibility, he explained that new coordinators are given four weeks prior to the starting date of the program to recruit, select and prepare the work site.

Characterizing Success

"We want to organize our programs to increase the probability of success. One way to figure the odds is to take a look at the program characteristics which increase the chances for learners' success. From that, we can build staff training experiences which will help ensure the presence of these characteristics," commented Jenks. "There are some assumptions about instruction that guide the assembly of a set of program characteristics." He enumerated them as follows:

1) Learning is incomplete without an experiential component to reinforce, amplify, and extend the concepts.

2) One learns best when one is somehow personally involved in the learning experience.

3) Knowledge has to be restructured or modified cognitively by the learner before it will affect hir or her behavior.

4) Commitment to learning is highest when the learner is involved in goal-setting or being responsible for the planning of instruction.

While not a complete list of quality characteristics, Jenks remarked that the following are among the most critical when organizing a program:

1) All educational programs should contain an experiential component. Teachers need to be able to use field placements or at least such classroom techniques as role-playing, and they all need to prepare to include this experience in their teaching.

2) Educational programs ought to encourage involvement in long-range planning that will help the learner think ahead; and teachers need to plan with students in the selection of goals, learning activities, and preferences.

3) Learners require the opportunity to integrate their experiences on a continuing basis. Reflection is necessary so that learners can organize and use their experiences. Meaningful reflection may be the most important factor for helping learners, including teacher trainees.

4) Students need feedback in order to make progress. Teachers need to work individually with learners and choose appropriate evaluation techniques to provide the learner with useful data.

5) Learners should always be advancing toward taking responsibility for their own learning. The teacher's function is to help the student move toward self-directedness, offering the appropriate amount of supervision.

6) The ongoing quality of learning should be emphasized. Teachers need to develop skills in designing learning activities that build on prior learning.

7) Group learning is a skill with which learners need to be comfortable. Educators need group skills of their own to promote cooperative learning projects.

8) Teachers need experiential preparation throughout their training. Such preparation should not be reserved until all courses except practice teaching or interning are complete.

Summary

Panelists offered several intriguing thoughts on the subject of personnel preparation which included a specific example of how such preparation can be certified. Using four assumptions about instruction as a base, a variety of desirable program characteristics were offered that have implications for preparing personnel.

ENHANCING EXPERIENTIAL LEARNING THROUGH COLLABORATION 8

RELATED GUIDELINES

This panel addressed no one guideline in particular, but touched on many issues related to the guidelines.

Moderator:

Dorothy Shields
Assistant Director of the Department of Education
AFL - CIO

Panelists:

Del Aleman
Area Representative
Human Resources Development Institute
AFL - CIO

Frank Gulluni
Area Manpower Administrator
Hampden County, Massachusetts
Manpower Consortium

Michael Hart
Program Director
Industrial Technological Careers Center
Oak Ridge Associated Universities
and the Lockheed-Georgia Company

Harold Henderson
Director
Experiential Education Division
Appalachia Educational Laboratory

8 ENHANCING EXPERIENTIAL LEARNING THROUGH COLLABORATION

General Impressions

The panelists addressed two levels of collaboration. The first encompasses those groups involved in the operation of a particular program. The second level requires collaboration with other programs. Much concern was apparent regarding collaboration of groups involved in a single program. The resulting discussion generally revolved around the ways each panelist's programs are structured as a result of collaboration.

Collaboration Between Programs

Hart, speaking about the need for communication between programs, remarked that "collaboration can not only enhance a program, it often is necessary for survival." Much confusion exists in the mind of the community about the prupose of field experience. He stated that it isn't uncommon to hear such comments as:

You're the third person here this week. This guy says he's doing the same thing. The people who came out are not worth anything. Is your program any better? "There are several work-education councils around the country whose purpose is to find out what experiential education programs in their community are doing," he commented. Such collaboration can have a real impact on program survival in the community. One beneficial side effect of such efforts is a "cross-fertilization" that takes place which can enhance a program even though it might not be possible to agree with what all other programs are doing.

Gulluni commented that "collaborative effort between CETA prime sponsors and employers has really not existed. The new Title VII is going to bring that condition to the forefront." In his program the CETA prime sponsor has actively cultivated close collaboration with numerous businesses. When he realized three years ago that CETA people are capable of progressing beyond entry-level positions, the collaborative foundation already existed to help establish a twenty-six-week training effort leading about fifty percent of the participants through a computer-technology program. "However, if collaboration is going to work, someone has to take the initiative," he commented. Developing good relationships with education, labor, and business and industry is a responsibility that must be actively assumed. "It is a track record that has been established over eight years that allows us to work collaboratively [with various groups]," he remarked.

Collaboration on a Specific Program

Hart stressed the necessity for early involvement of all groups in setting goals and objectives. Too often education and business groups set up their guidelines together, and "then they say, 'Let's approach the union now so they don't think games are being played as far as the contract. And let's go to some of the community agencies and get them to endorse it so we can start running.' These groups need to begin early to do a lot of talking together."

Underlining the benefits of early collaboration, Aleman emphasized that the success of his program was due to this kind of collective effort. Each group must determine on its own why it is participating in the program.

"You can't assume you are all on the same wave length," Hart said. When problems occur in collaboration, they almost always have their roots in the group's reason for participating and their understanding of the program's purpose. A company may be truly anxious to help youngsters or they may have an EEO problem. He noted that the schools might believe in alternative forms of education or they might just want the youngsters out of the classroom. "If there is anything in collaboration that you have problems with, it is the misunderstandings that keep coming up from a lack of clear goal definitions," Hart remarked, noting that it isn't necessary for all to agree on a general goal, and there is nothing wrong with people coming into a program for selfish reasons. Sub-goals can exist as long as they are clearly understood by all.

There are at least five steps that must be followed, according to Henderson, in order for experiential education to work, and each step requires collaboration:

1) Establish a representative community advisory council.

2) Actively solicit public support for the program.

3) Utilize a front runner to open up field-study sites.

4) Gain support of business and industry, and pay special attention to labor which is likely to be somewhat suspicious of programs.

5) Systematically analyze and document the learning potential of experience sites.

Commenting that "there is tremendous distilled wisdom" in the guidelines, Henderson stated that his program colleagues developed several ideas for effective collaboration with labor unions which could be adapted for use with other groups. His suggestions included:

1) Put labor representatives on the advisory council and consult with them.

2) Consult with educators who have had experience dealing with unions.

3) Develop union offices as experience sites.

4) Establish relationships with at least one craft and one industrial union and set up procedures for placing students in industrial and craft union jobs.

5) Get necessary safety equipment and age limit information.

6) Work through labor representatives to set up luncheons with business agents of building trades councils and presidents of local unions.

Summary

Collaboration and its effects on the structure and function of panelists' programs proved to be a stimulating topic. Effective communication between experiential learning programs in the community is necessary, not only to enhance a program, but also to ensure its survival. The collaborative aspect, both within a specific program and among all local programs, is often inadequately developed and can lead to a diversity of problems. It is necessary for someone to take the initiative in implementing collaboration, and such a task should begin early in a program.

Each group must determine why it has chosen to participate in the program, as a clearly understood purpose augments the possibility of effective collaboration. Several ideas were offered for development of powerful working relationships.

Bob Sexton
Director, Office of Experiential Education
Associate Director, Undergraduate Studies
University of Kentucky

I am pleased that the National Center staff invited me to this congenial and hard-working meeting; and, if you can imagine, I'm also pleased to be the forty-second speaker. Being forty-second seems to demand that you not drone on too long. I was asked to observe the proceedings, make some comments about what I saw, attempt to synthesize things, and offer some reflections. I've simply taken some notes and jotted down some thoughts about a few of the issues raised. I will offer those to you in somewhat random order. The issues tend to develop randomly, and I'm pickoug out the ones that interested me the most.

We began with Herbert Levine telling us that when the advisory panel started developing the guidelines, nobody knew anything about experiential education. We could react with one of two conclusions from that statement, but I think they have learned a lot.

The work the advisory committee has produced is a solid and thoughtful document. One of the exciting aspects of work in experiential education is that we don't have formulas and we don't know exactly what's going to happen next. The panel's work should provide encouragement to people just starting out.

Two issues stand out. First, the economic context—the fact that we're talking about work situations for young people in an economy which is not providing enough jobs for the possible workers in it.

The second issue has to do with the need to improve the chances available to young people. From that comes the challenge. I was pleased to see so much interest in serving youth who are often not served. Unfortunately, the students who most need experience are often unable to participate. When we go into the community trying to find places for young people, there is a tendency to place students who are obviously going to produce in order to protect our own programs and our institution's image. But many of those students are going to produce when they graduate, whether or not they have that internship. They're able to generalize from academic learning to a more practical situation. They're not necessarily the kind of people who have to have the hands-on experience in order to be able to build abstractions. Meanwhile, many other young people who might not be competitive are overlooked.

The issues raised here are closely tied to broader issues in society: the socialization processes institutions find so difficult to undertake; the importance of helping supervisors become more effective mentors to young people. We're not talking about just supervising young people in work experiences, but about helping people relate better to their employees and to their work environments in general. Also, the issue of paid work experiences for all young people in an economy that is not providing work experiences for all the people who really need employment creates the need to think through economic alternatives.

The whole notion of service was eloquently addressed by Mary Kohler. Young people must have responsibility in order to learn to care. She talked about bringing children not just into work, but into the "human family." This leads to the idea that there's a lot more to life than productivity; service to the community is an important aspect of life and should be stressed.

I was pleased to see consideration of legal issues in the guidelines. This moves into the area of federal and state policies that promote or inhibit experiential education. For example, the clarification in the guidelines about supervision of learning might improve the climate for giving academic credit in the YEDPA program.

I'm personally thankful the advisory panel has done such a thoughtful piece of work in addressing some of the qualitative issues of experiential education. Were the work promulgated as national policy, I would think that it would have to deal with other issues, such as community service and the benefits of productive work versus observation, before it could be politically viable.

All of you have been in meetings where there was much finger-pointing about who isn't doing his or her job. The thing that impressed me in this meeting was that there was considerably less of that "we-and-they" attitude toward education and work issues. The guidelines were the result of genuine and effective collaboration, and so, too, was the spirit of this invitational conference. Collaboration such as this can only result in better experiential education programs.

CLOSING REMARKS

Ronald Bucknam
Senior Associate and Team Leader in the Home, Community, and Work Program
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Tom Green, in an article in Career Education, 1972, proposed that jobs are made up of two things: work and labor. Work has a beginning and an end. One can produce a product and say, "That's the piece of work I just did. It's a good piece of work." It has a reward system. People recognize it as being worthwhile.

The other part of a job is labor. This is the part that is never-ending, a continuous stream of tasks that have to be done in order to finish your work. It's your "in-basket." It's always full no matter what you do. You can do a terrific job on it, and it makes absolutely no difference.

He proposes that each job has a work-to-labor ratio. The higher the work-to-labor ratio, the more interesting or more worthwhile the job would be to the individual. He also points out, of course, that work to one person may be labor to another.

Green's ideas are relevant to our discussions on the transition from education to work. We're talking about work here, not labor. We are trying to get around the initial job which usually has a very high labor-to-work ratio to a job with a high work-to-labor ratio.

The guidelines are a fantastic piece of work. I was involved in the planning of this about two years ago; and frankly, my initial reaction was it would be a great thing if we could do it, but the odds were pretty small. I'm just pleased that it is done. Having met the people involved, I'm not surprised that they were able to do it.

I'd like to express again my heart-felt appreciation to the panel and to the staff at Ohio State who have been extremely flexible in pulling the discussions together. I'd also like to thank the members of the meeting here who came. I appreciate the time and energy. I'm renewed by the level of interest and by the level of emotion. I hope you are, too.

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Ralph Baker is deputy director of the Experience-Based Career Education (EBCE) program at the Far West Laboratory for Educational Research and Development in San Francisco, California. He has developed modifications of EBCE for the Youth Employment and Demonstrations Project Act and has recently developed rationale and processes for awarding academic credit for experiential learning. Currently, Dr. Baker is serving as a consultant to the Dutch Ministry of Education's Innovation Committee regarding the adaption of EBCE for use as a national secondary program in the Netherlands.

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M. C. Batchelder is with the U.S. Department of Labor, Bureau of Apprenticeship and Training. He has been instrumental in the development of the School-to-Work Linkage Program in New Orleans, Louisiana. The program, begun in 1977, places senior high school students as part-time apprentices in a variety of industries. Mr. Batchelder coordinates and monitors the program which enrolls 450 students.

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Lester Jipp developed and implemented the Senior Semester Experiential Program at McKeesport High School, McKeesport, Pennsylvania. Components of the program have been adopted by ten high schools. Prior to that, as a faculty member at Chatham College, he inaugurated required experiential components for all teacher education students. He is an associate of the National Commission of Resources for Youth, a member of Phi Delta Kappa's Task Force II on Compulsory Education and Transition for Youth, and is on the panel of the Evaluation of Experiential Learning Project, Center for Youth Development and Research, University of Minnesota.

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Mary Ann Payne is area program director for the Northeast Georgia Community Mental Health Center. The Center places sixty students each quarter in its twenty-four facilities. She is a founding member of the Georgia Association of Field Educators.

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FOR FURTHER INFORMATION

To order any of the above products or to receive further information about the studies, please contact:

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